Postgraduate Diploma

Types of Educational Projects. Holistic Analysis

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Postgraduate Diploma
Types of Educational Projects. Holistic Analysis

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-types-educational-projects-holistic-analysis

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01

Introduction

The educational project is an initiative that is born from a specific objective, which seeks to implement a series of activities for a specific purpose. These projects are born according to problems and/or needs that arise in the educational sector, being these: educators, students, institutions. This leads to a correct identification of the case in order to respond to the demands of the academic field.

This Postgraduate Diploma in Types of Educational Projects. Holistic Analysis will provide you with a sense of confidence in your profession, which will help you grow personally and professionally"

Educational projects are executed under a sequence of planned tasks with the intention of practice and productivity, thus, there are many that manage to develop from this scheme regardless of their objective or vision. The purposes may vary, since not all projects have the same purpose, however, most of them follow the same management model.

In this way, students who wish to implement or want to be part of educational projects have to identify the bases for execution, without forgetting to analyze what type of project they wish to implement. There are sports, artistic, scientific or different types of projects, each with a specific purpose, but with the characteristic that they will serve for student growth.

The strategic management of the different educational projects must also develop their main objective, whether it is of a sporting, scientific or artistic nature. Talking a little about the typologies, the student will find within the content of this program the fundamental bases for the different types of projects, from which they will be able to draw specific information.

It is a 100% online program that will allow students to study it from the comfort of their homes, without cumbersome schedules and without having to attend classes in person. Students can also download all the content of the program to review it whenever they want from any mobile device with an internet connection.

This **Postgraduate Diploma in Types of Educational Projects. Holistic Analysis** contains the most complete and up-to-date program on the market. The most important features include:

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

Update your knowledge through the program in Types of Educational Projects. Holistic Analysis"

This Postgraduate Diploma may be the best investment you can make in selecting a refresher program for two reasons: in addition to updating your knowledge in Types of Educational Projects: Holistic Analysis, you will obtain a qualification from TECH Technological University"

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

Take the opportunity to learn about the latest advances in Types of Educational Projects. Holistic Analysis and improve your students' education.

Its teaching staff includes professionals belonging to the field of Types of Educational Projects. Holistic Analysis who bring to this program the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the educators must try to solve the different professional practice situations that arise throughout the program. To do so, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of Typology of Educational Projects. Holistic Analysis, with great experience in the educational field.

02

Objectives

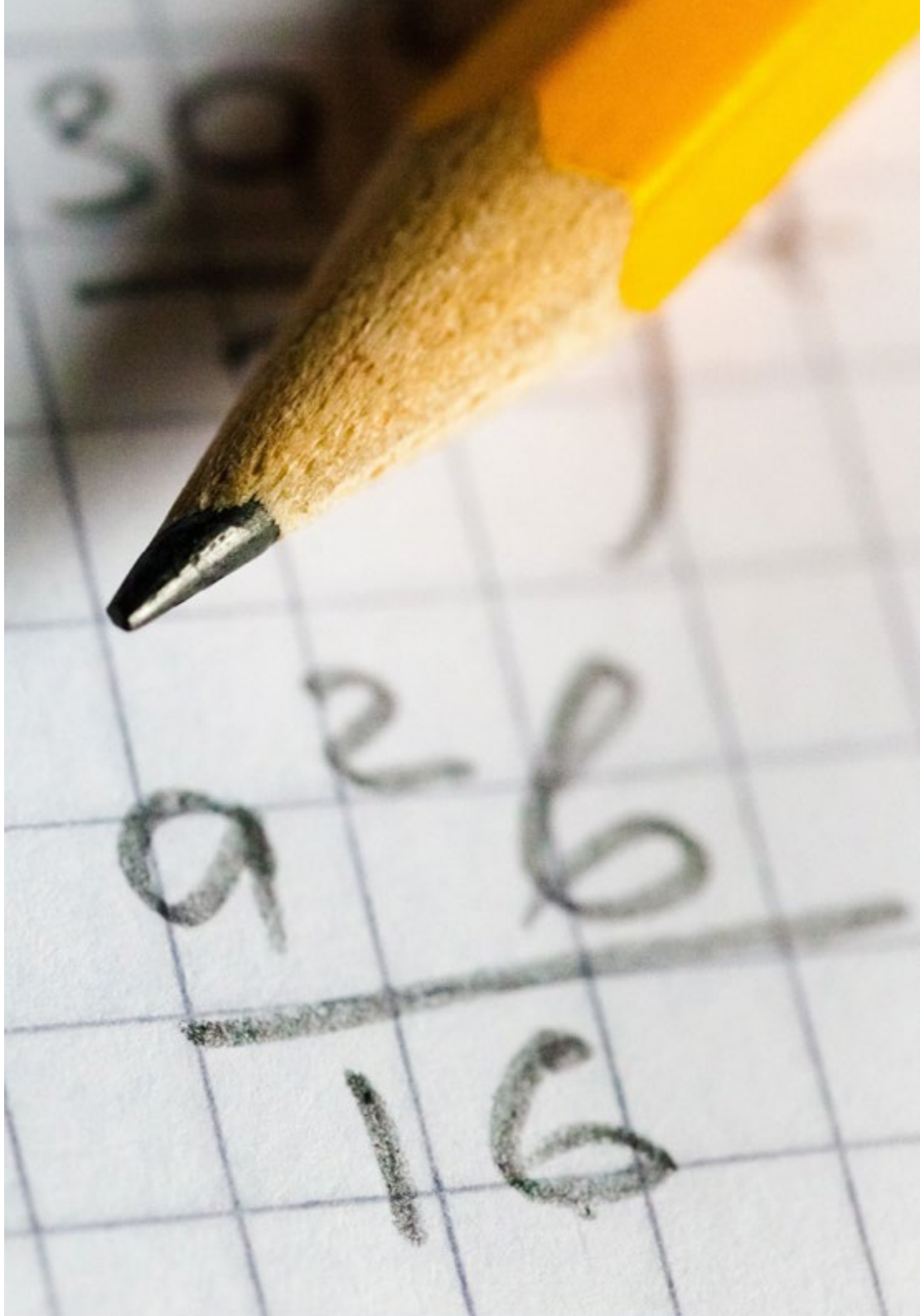
The program in Types of Educational Projects. Holistic Analysis is oriented to facilitate the performance of the professional dedicated to work in educational centers.

This program is designed for you to update your knowledge in Types of Educational Projects. Holistic Analysis, with the use of the latest educational technology, to contribute with quality and confidence to decision making"

General Objectives

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

Make the most of the opportunity and take the step to get up to date on the latest developments in Types of Educational Projects. Holistic Analysis"



Specific Objectives

Module 1. Introduction to the Educational Project

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

Module 2. Types of Educational Projects

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

Module 3. Benefits of Implementing an Educational Project

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

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

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

03

Course Management

The program's teaching staff includes experts in types of educational projects Holistic analysis who bring their work experience to this educational program. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.

Learn from leading professionals, the latest advances in procedures in the field of Types of Educational Projects. Holistic Analysis"

Management

Mr. Pattier Bocos, Daniel

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

Professors

Mr. Boulind, Andrew

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

Ms. Hidalgo Pérez, Miriam

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

Mr. Ortiz Gómez, Juan Saunier

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

04

Structure and Content

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

This Postgraduate Diploma in Types of Educational Projects. Holistic Analysis contains the most complete and up-to-date program on the market"

Module 1. Introduction to the Educational Project

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

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

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

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

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

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

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

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

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

Module 2. Types of Educational Projects

2.1. Technological Projects
- 2.1.1. Virtual Reality
- 2.1.2. Augmented Reality
- 2.1.3. Mixed Reality
- 2.1.4. Digital Whiteboards
- 2.1.5. iPad or Tablet Project
- 2.1.6. Cell Phones in the Classroom
- 2.1.7. Educational Robotics
- 2.1.8. Artificial Intelligence
- 2.1.9. E-learning and Online Education
- 2.1.10. 3D Printing

2.2. Methodological Projects
- 2.2.1. Gamification
- 2.2.2. Game-Based Education
- 2.2.3. Flipped Classroom
- 2.2.4. Project-Based Learning
- 2.2.5. Problem-Based Learning
- 2.2.6. Thought-Based Learning
- 2.2.7. Skill-Based Learning
- 2.2.8. Cooperative Learning
- 2.2.9. Design Thinking
- 2.2.10. Montessori Methodology
- 2.2.11. Musical Pedagogy
- 2.2.12. Educational Coaching

2.3. Value Projects
- 2.3.1. Emotional Education
- 2.3.2. Anti-Bullying Projects
- 2.3.3. Projects to Support Associations
- 2.3.4. Projects in Favor of Peace
- 2.3.5. Projects in Favor of Stopping Discrimination
- 2.3.6. Solidarity Projects
- 2.3.7. Projects Against Gender Violence
- 2.3.8. Inclusion Projects
- 2.3.9. Intercultural Projects
- 2.3.10. Coexistence Projects

2.4. Evidence-Based Projects
- 2.4.1. Introduction to Evidence-Based Projects
- 2.4.2. Previous Analysis
- 2.4.3. Determining the Objective
- 2.4.4. Scientific Research
- 2.4.5. Choosing a Project
- 2.4.6. Local or National Contextualization
- 2.4.7. Viability Study
- 2.4.8. Implementation of Evidence-Based Projects
- 2.4.9. Monitoring of Evidence-Based Projects
- 2.4.10. Evaluation of Evidence-Based Projects
- 2.4.11. Publication of Results

2.5. Artistic Projects
- 2.5.1. The Opera as a Learning Vehicle
- 2.5.2. Theater
- 2.5.3. Musical Projects
- 2.5.4. Choirs and Orchestras
- 2.5.5. Projects on the Infrastructure of the Center
- 2.5.6. Visual Art Projects
- 2.5.7. Design Technology Art Projects
- 2.5.8. Decorative Art Projects
- 2.5.9. Street Projects
- 2.5.10. Projects Centered on Creativity

2.6. Sanitary Projects
- 2.6.1. Nursing Services
- 2.6.2. Healthy Eating Projects
- 2.6.3. Dental Projects
- 2.6.4. Ophthalmic Projects
- 2.6.5. First Aid Plan
- 2.6.6. Emergency Plan
- 2.6.7. Projects with External Health Framework Entities
- 2.6.8. Personal Grooming Projects

2.7. Sports Projects
- 2.7.1. Construction or Remodeling of Playgrounds
- 2.7.2. Construction or Remodeling of Sports Facilities
- 2.7.3. Creation of Sports Clubs
- 2.7.4. Extracurricular Classes
- 2.7.5. Individual Sports Projects
- 2.7.6. Collective Sports Projects
- 2.7.7. Sports Competitions
- 2.7.8. Projects with External Sports Entities
- 2.7.9. Projects for the Generation of Healthy Habits

2.8. Language Projects
- 2.8.1. On-site Language Immersion Projects
- 2.8.2. Local Language Immersion Projects
- 2.8.3. International Language Immersion Projects
- 2.8.4. Phonetic Projects
- 2.8.5. Conversation Assistants
- 2.8.6. Native Teachers
- 2.8.7. Preparation for Official Language Exams
- 2.8.8. Projects to Encourage Language Learning
- 2.8.9. Exchange Projects

2.9. Excellence Projects
- 2.9.1. Reading Improvement Projects
- 2.9.2. Calculation Improvement Projects
- 2.9.3. Foreign Language Improvement Projects
- 2.9.4. Collaboration with Prestigious Entities
- 2.9.5. Competitions and Prizes
- 2.9.6. Projects for External Evaluation
- 2.9.7. Connection with Businesses
- 2.9.8. Preparation for Standardized Tests of Recognition and Prestige
- 2.9.9. Excellence Projects in Culture and Sport
- 2.9.10. Advertising

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

Module 3. Benefits of Implementing an Educational Project

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

3.2. For Students and Their Families.
- 3.2.1. The Image of the Center Says a Lot About Its Educational Project
- 3.2.2. Relational Dimensions of the Educational Project
  - 3.2.2.1. Towards the Internal Addressees of the Educational Action: The Students
  - 3.2.2.2. Towards the External Partners of the Educational Action: The Families
- 3.2.3. Communication and Consistency
- 3.2.4. Essential Communicative Dimensions of an Educational Project
- 3.2.5. Identity. A Well-Founded, Comprehensive Education, Rooted in Tradition
- 3.2.6. Style. The Learning of Knowledge and Skills in the Field of Character Development.
- 3.2.7. Presence. The Education of Today's Citizens with an Imprint
- 3.2.8. The Three Dimensions of the Educational Project as the Basis of School Marketing
- 3.2.9. Client Relationships and Membership

3.3. For Educators: Teachers and Other Personnel
- 3.3.1. Educators as Stakeholders
- 3.3.2. Educators, the Cornerstone of an Educational Project
- 3.3.3. Human Capital, Social Capital and Decision-Making Capital
- 3.3.4. The Indispensable Participation of Educators in Shaping the Educational Project
- 3.3.5. Climate and Consistency
- 3.3.6. Project, Change and People: It Is Not Possible to Regulate All Three
- 3.3.7. Identity. Clarity of Educational Intentions and Educator Identity
- 3.3.8. Style. Formation of a Form of Presence, Methodological Principles and Common Didactic Practices
- 3.3.9. Presence. Establishment of Educational Priorities, Organizational Structures, Training Needs, etc.,
- 3.3.10. The Three Dimensions of the Educational Project as the Core of Human Resources Management

3.4. For the Center's Driving Force I: Improvement in Managerial Style
- 3.4.1. Main Drivers of a School: Management Style, Leaders and Collective Alignment
- 3.4.2. Educational Project and Management of the Center
- 3.4.3. The Leading Manager as a Moral Reference
- 3.4.4. The Managerial Style as a Pedagogical Reference
- 3.4.5. Is It Possible to Speak of a Management Project?
- 3.4.6 Elements of Management Style Dependent on the Educational Project
  - 3.4.6.1. Organizational Structures
  - 3.4.6.2. Management Style
  - 3.4.6.3. The Possibility of Other Leaderships
  - 3.4.6.4. Forms of Participation and Delegation
- 3.4.7. Adaptation of Organizational Structures to the Identity, Style and Presence of the Center
- 3.4.8. The Gradual Development of a Local Management Culture

3.5. For the Motor Impulse of the Center II: Generation of Leaders
- 3.5.1. Managers as Leaders
- 3.5.2. The Three Capitals of the Leader -Human, Social and Decisional- And the Educational Project
- 3.5.3. Bringing Talent to the Surface
- 3.5.4. Capability, Commitment and Service
- 3.5.5. Educational Project, Organizational Flexibility and Leadership
- 3.5.6. Educational Project, Innovation Processes and Leadership
- 3.5.7. Educational Project, Creativity and Leadership
- 3.5.8. Towards a Teaching Function in the Key of Leadership
- 3.5.9. Educating Leaders

3.6. For the Driving Force of the Center III: Alignment with the Mission-Vision-Values
- 3.6.1. The Need for Alignment
- 3.6.2. Main Obstacles for Alignment
- 3.6.3. The Leader as an Aligner
- 3.6.4. Lifelong Learning as an Educator: The Development of Own Lines of Competences
- 3.6.5. From the Teaching Backpack to Shared Teaching Habits
- 3.6.6. Educational Project and Development of a Professional Teaching Culture
- 3.6.7. Having Resources for Authentic Assessment
- 3.6.8. Assessment of the Quality of the Educational Service
  - 3.6.8.1. Local Reality
  - 3.6.8.2. Systemic Nature
  - 3.6.8.3. Absolute Priority of Teaching-Learning Activities

3.7. For Educational Advancement I: Adaptation to Students, to Active Methodologies and to the Demand of the Environment
- 3.7.1. The Importance of Educational Goals
- 3.7.2. The Importance of Scientific Knowledge on How We Learn
- 3.7.3. How Does the Evolution of a Center Manifest Itself?
- 3.7.4. Concentration on Growth Processes
- 3.7.5. Focus on Systematic Learning Processes

3.7.6. Prioritization of Active Methodologies: What Matters Is Learning
3.7.7. Prioritization of Situated Learning
3.7.8. Adequacy to the Demand of the Environment
3.7.9. Beyond Current Needs: An Educational Project With a "Vision for the Future"
3.7.10. Educational Project and Operational Research

3.8. For Educational Advancement II: Improvement of the Living, Learning and Working Environment. Sustainability
3.8.1. The Educational Project as the Basis for an Adequate School Climate
3.8.2. Educational Project and Coexistence
3.8.3. Educational Project and Learning Style
3.8.4. Educational Project and Work Organization
3.8.5. Management Support
3.8.6. The Sustainability of Work in an Educational Center
3.8.7. Elements of Sustainability
3.8.7.1. The Center's Strategic Plan
3.8.7.2. Practical Quality Indicators
3.8.7.3. The Global Assessment System
3.8.7.4. The Educational Tradition of the Company

3.9. For Educational Advancement III: Relationship with the Environment, Other Centers in the Area or in the Same Network.
3.9.1. Have your Own Profile and a Recognizable Voice in the Environment.
3.9.2. Opening up to the Surrounding Reality
3.9.2.1. Knowing the Environment
3.9.2.2. Interacting with It
3.9.3. Identification With Other Centers in the Same Institution or Area
3.9.4. From Peer-To-Peer Classroom Learning to Center-To-Center Learning
3.9.5. Shared Experiences
3.9.6. Institutional Framework Project and Own Educational Project
3.9.6.1. The Common Framework
3.9.6.2. Different Needs and Sensitivities
3.9.6.3. What Does the Global-Local Dialectic Bring to Our Own Educational Project?

3.10. For Educational Advancement IV: Deepening the Ideology and Style
- 3.10.1. Ideology, mission, character. Three Complementary Terms
- 3.10.2. The Mission Statement Underlies the Basic Lines of the Educational Project
- 3.10.3 The Educational Project Develops the Specific Character
- 3.10.4. Alignment Between the Educational Project and the Ideology
- 3.10.5. Shaping a Style of Doing and Reflecting in Education
- 3.10.6. Updates to the Educational Project Update the Perspective From Which New Realities Are Addressed
- 3.10.7. It Is Necessary to Return Periodically to Reflect on the Fundamentals
- 3.10.8. Ideology, Educational Project and Transmission of an Educational Tradition

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

4.1. Scope of the Project
- 4.1.1. Ownership of the Center
- 4.1.2. Physical and socio-cultural situation where it is located

4.2. Personal Resources
- 4.2.1. Center Organization Chart in the Educational Project
- 4.2.2. Management Team
- 4.2.3. Professors
- 4.2.4. PAS
- 4.2.5. Non-Teaching Staff
- 4.2.6. Training
- 4.2.7. Hiring

4.3. Transparency of the Educational Project
- 4.3.1. Project Information
- 4.3.2. Results of Educational Practice

4.4. Involvement of Educational Agents
- 4.4.1. Personal Identification with the Project
- 4.4.2. Center Staff
- 4.4.3. Families

4.5. Quality Factors for the Creation of an Educational Project
- 4.5.1. Inclusive vs. Exclusionary Center Projects
  - 4.5.1.1. At Student Body Level
  - 4.5.1.2. At Faculty Level
  - 4.5.1.3. Methodologies

4.6. Difficulty with Change and Accommodation to Reality
- 4.6.1. Comfort Zone
- 4.6.2. Fears and Weaknesses

4.7. Analysis of Results and New Proposals
- 4.7.1. At External Testing Level
- 4.7.2. At Internal Testing Level
- 4.7.3. Satisfaction of Families with the Different Elements (curricular, personnel, etc.)
- 4.7.4. Teacher Satisfaction

05

Methodology

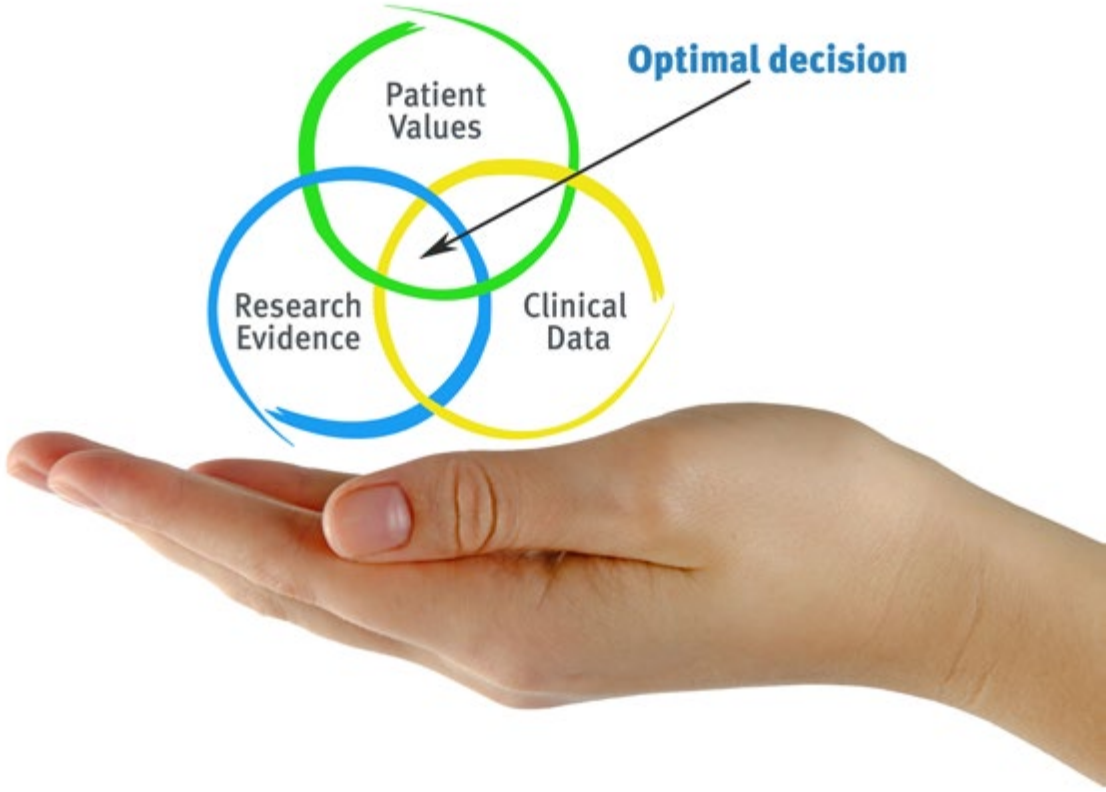
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

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

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

At TECH Education School we use the Case Method

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



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

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

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

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

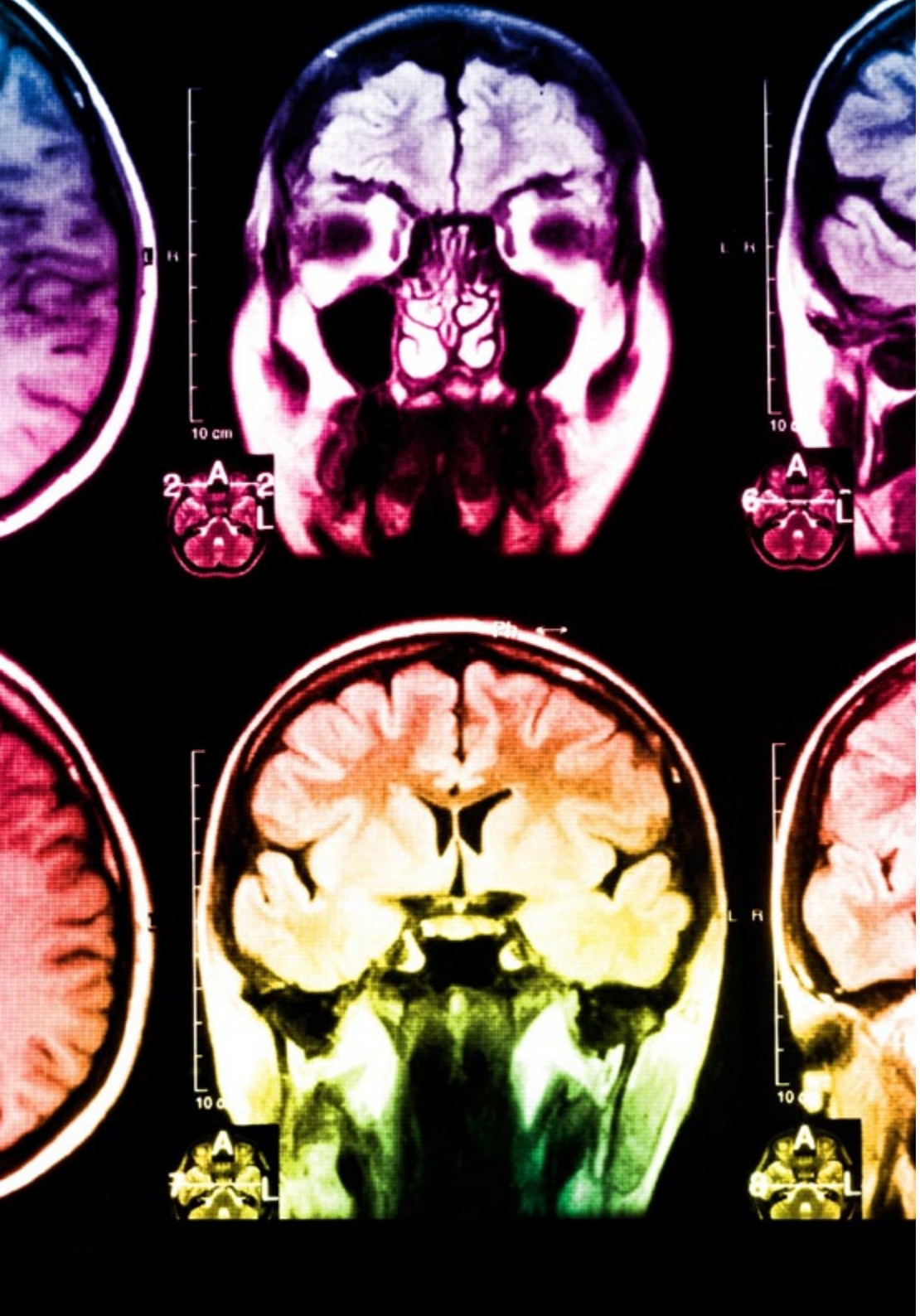
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 adapted in 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, students can watch them as many times as they want.

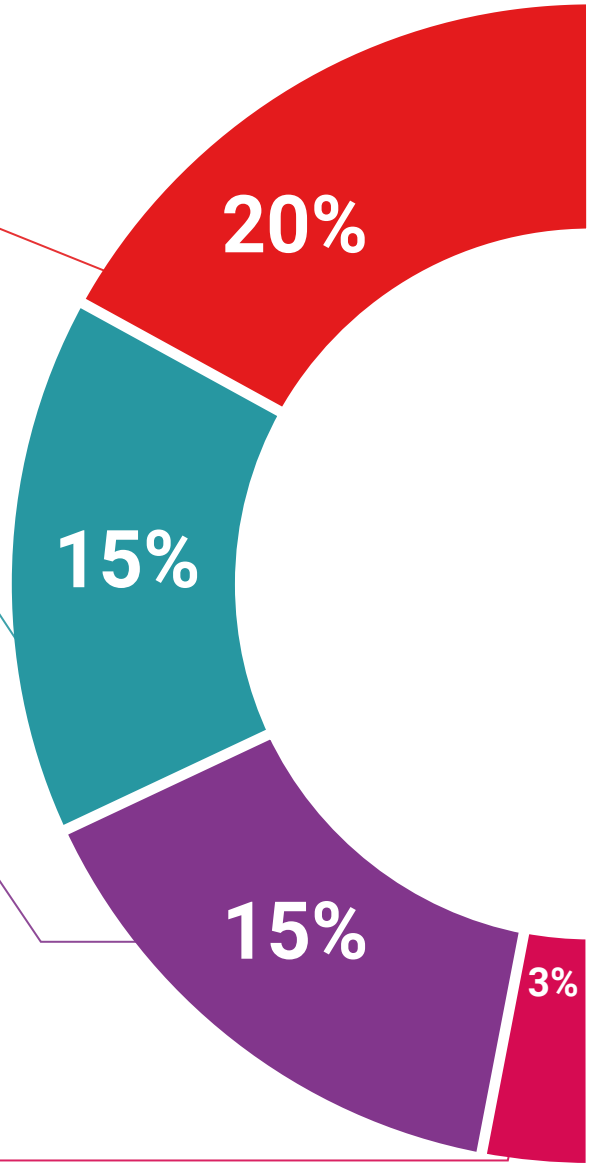
Interactive Summaries

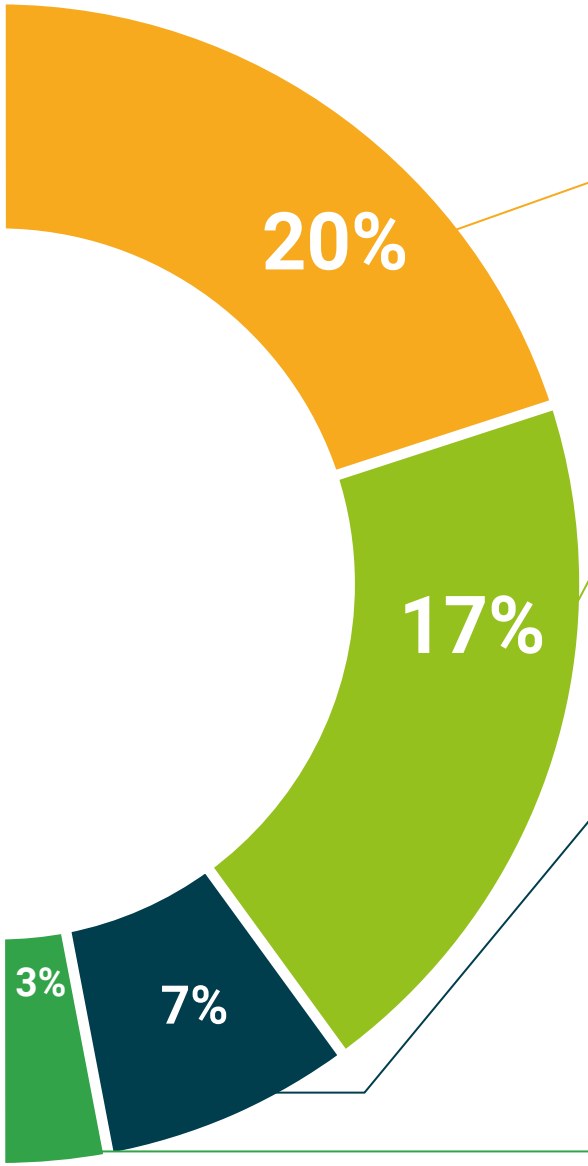
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their goals.

Classes

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

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

Quick Action Guides

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

06

Certificate

This Postgraduate Diploma in Types of Educational Projects. Holistic Analysis guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

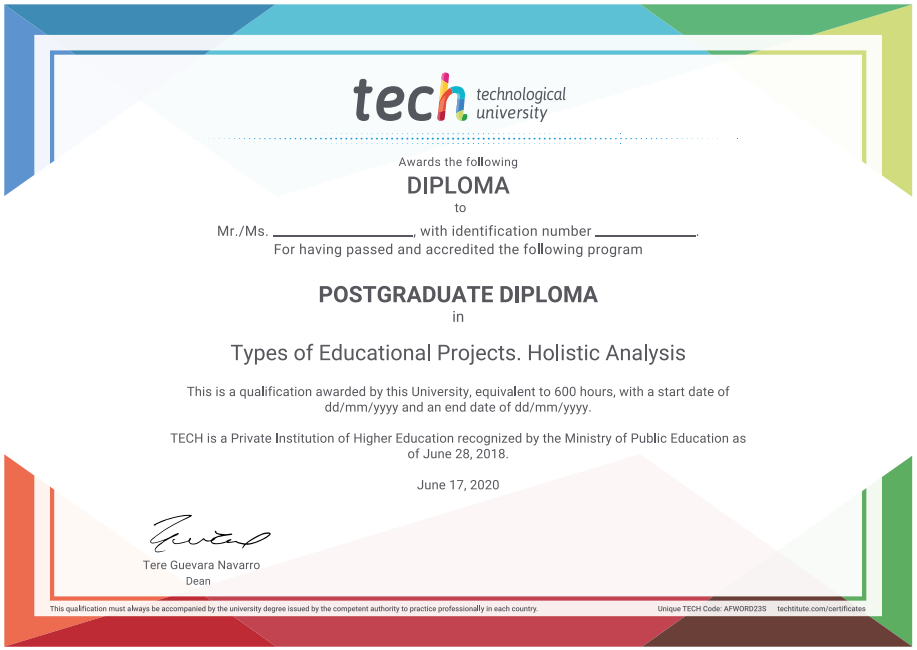
This **Postgraduate Diploma in Types of Educational Projects. Holistic Analysis** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Diploma in Types of Educational Projects. Holistic Analysis**

Official Nº of Hours: **600 h.**


tech technological university

Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Types of Educational Projects. Holistic Analysis

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

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

June 17, 2020

Tere Guevara Navarro
Dean

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

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

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Postgraduate Diploma

Types of Educational Projects. Holistic Analysis

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

Postgraduate Diploma

Types of Educational Projects. Holistic Analysis

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