TEACHING GUIDE

MODEL PROJECTS

Year 2023-24

TEACHING GUIDE TO THE FIELD AND/OR SUBJECT

		ECTS
SUBJECT: Model projects		3
Field: Projects and PEC		12
Module: Planning, management and strategic evaluation of programs and projects		15
Educational Model: Basic and compulsory education	**COURSE**: 1st. **Semester**: 1st.	
Instructors: Dr. Carlos Novella García D. Teófilo Peña Vidal	**Departament:** Didactics, Education Theory and Technological innovation **E-mail:** carlos.novella@ucv.es teofilo.pena@ucv.es	

MODULE ORGANIZATION

Planning, management and strategic evaluation of programs and projects	**15 ECTS**
Duration and temporal location within the curriculum: 1st semester	

Fields and subjects

FIELD	ECTS	SUBJECTS	ECTS	Course/ semester
Projects and PEC	12	**Model projects**	3	1/1
		Mission, vision and values of the school	3	1/1
		The educational project (dynamic agents and derived programs)	6	1/1
Evaluation and quality management processes	3	Quality Management Models	3	1/1

SUBJECT
Model projects

Prerequisites: There are no requisites described.

GENERAL OBJECTIVES

GO.1. To know and apply the analysis tool DAFO as a strategy for taking decisions in the field of educational management.
GO.2. To make decisions based on complex and deep analysis of the variables involved and their interaction.
GO.3. To know in depth the theoretical model and dynamic program and projects.
GO.4. To design, manage, implement and report the results of any program on the basis of relevant information.
GO.5. To participate, collaborate and cooperate in group activities in an efficient way to support the teaching work as a team, a faculty member and a common project.

BASIC ANG GENERAL COMPETENCES	**Competence measuring scale**

	1	2	3	4
Students will know how to use knowledge and their skills for problem solving situations new or less known environments inside broader contexts (or multidisciplinary) related with their field of study (BC 07).			X	
Students will be able to integrate knowledge and to face up the complexity of telling opinions from information that includes reflections of social and ethical considerations related to their applications of knowledge and opinions (BC 08).			X	
Students can transmit their conclusions, knowledge and reasons to a specialised and non-specialisted audience in a clear way (BC 09)			X	
Students will acquire learning skills that let them continue studying in a self-directed and independent way (BC 10).			X	
Ability to deal with information (GC 01)			X	
Ability to work in a team and efficient collaboration with other professionals (with the choice to develop in an interdisciplinary and international (GC 02)			X	
The ability to solve problems and make decisions (GC 04).			X	
Ability for oral and written communication (GC 07)			X	
The ability to organize and plan (GC 09).			X	
Self-critical attitude, knowing their own competences and limitations, dismissing the importance of frustrations, showing interest for the teaching quality and developing systems that guarantee the quality of own services (GC 10).			X	
Ability to analyze and summarize (GC 11)			X	

SPECIFIC COMPETENCES	Competence measuring scale			
	1	2	3	4
Analyze the school situation from an ecological theoretical paradigm that allows students to receive the contextual, economic, personal, relational variables and their interactions in order to make proper decisions responsibly (EC 05)				X
To plan, organize, regulate, control and evaluate different processes that take place in an educational institution (EC 06).				X

LEARNING OUTCOMES	COMPETENCES

R 01 The student demonstrates the ability to introduce the problems that arise, either real or simulated, the multiple causality of social facts. R 1.1 The student sets out in an essay the arguments that underpin the need for strategic planning (15%) R 1.2. The student prepares a SWOT (15%). R 1.3. The student carries out a strategic analysis CAME (15%). R 1.4. The student identifies the critical success factors (5%).	GC02, EC05 BC08, EC05 GC01, GC10, EC05
R 02 The student makes decisions based on complex and deep analysis of the intervening variables and their interaction. R 2.1. The student defines strategic guidelines and their prioritization (10%). R 2.2. The student relates strategies CAME, FCE and strategic lines (5%). R 2.3. The student deploys strategic lines in strategic objectives, lines of action, actions, deadlines, indicators and responsible. (25%)	GC09, GC04, EC06 GC09, EC05 BC07, GC09, GC11, EC06
R 03 The student demonstrates that learn about the dynamic and theoretical principles of the method of programmes and projects. R 3.1. The student includes all the elements of a strategic plan (5%). R 3.2. The student establishes a relationship between all of the parties in which a strategic plan unfolds (5%)	GC07, EC06 BC09, BC10, EC05

CLASSROOM SESSIONS ACTIVITIES			
ACTIVITY	**Teaching- Learning Methodology**	**Relationship With Learning Outcomes of The Subject**	**ECTS**
MASTER CLASS	Presentation, exhibition and conclusions of the theme	R01, R02, R03	0,2
PRACTICAL CLASSES	Group work sessions, case studies, dialogical gatherings		0,3
ASSESSMENT	Set of oral and / or written tests used in the initial, formative or additive evaluation of the student. Self-assessment		0,1
		Total	0,6

STUDENT'S AUTONOMOUS WORK ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Relationship With Learning Outcomes of The Subject**	**ECTS**
AUTONOMOUS WORK	Student study: Individual preparation of readings, problem solving, assignments, memories, etc. to expose or deliver in the theoretical classes, practical classes and / or small group tutorials Work done on the university e-learning platform (www.plataforma.ucv.es)	R01, R02, R03	2,4
		Total	2,4

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND GRADING SYSTEM

Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Preparation of a strategic plan proposal ***Grading tool***: rubric	R01, R02, R03	90%
Participation in learning circles and the involvement in classroom's proposals and how they have allowed Access to the learning outcome of the subject ***Grading tool:*** self-assessment checklist (2%) and questions (8%)		10%

MENTION OF DITINCTION

The number of Distinctions granted will be one for every 20 students, with the exception of groups that are less than 20 students. In this case, only one Distinction may be granted.

The Mention of Distinction will be awarded to students who have achieved with excellence ALL the assessments.

From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.

DESCRIPTION OF CONTENTS	COMPETENCES
The program model: characteristics and phases. Criteria, strategies and processes in the implementation of programs.	CG04, CG09, CG11 CE05, CE06
The SWOT analysis: SWOT analysis tool for strategic decision making.	CG04, CG09, CG11, CE05, CE06
Strategic planning: organization, process control and evaluation of programs and projects in the management function.	CG04, CG09, CG11 CE05, CE06
Strategic management plan: elements, strategies and actions.	CG04, CG09, CG11 CE05, CE06

TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration):		
	BLOCK CONTENT / TEACHING UNIT	**SESSIONS**
1	The program model: characteristics and phases. Criteria, strategies and processes in the implementation of programs.	2
2	The SWOT analysis: SWOT analysis tool for strategic decision making.	1
3	Strategic planning: organization, process control and evaluation of programs and projects in the management function.	3
4	Strategic management plan: elements, strategies and actions.	4

REFERENCES

Álvarez, I., Topete, C., y Abundes, A. (2011). El concepto emergente de gestión estratégica y desafíos para la formación en gestión (pp. 1-11). México: Escuela Superior de Comercio y Administración, Instituto Politécnico Nacional. Recuperado de http://www.comie.org.mx/congreso/memoriaelectronica/v11/docs/area_13/1466.pdfBisquerra, R. et al. (2003). *Modelos de orientación e intervención psicopedagógica.* Barcelona: Cisspraxis.

Bolívar, A. (2000). *Los centros educativos como organizaciones que aprenden*. Madrid: Editorial La Muralla.

Campo, A. (2010). *Herramientas para directivos escolares*. Madrid: Wolters Kluwer.

Campo, A. (2012). *Herramientas para directivos escolares II*. Madrid: Wolters Kluwer.

Cantón Mayo, I. (2004). *Intervención organizativa en la sociedad del conocimiento*. Grupo Editorial Universitario

Delgado-Denham, F. O. (2020). Gestión de la planificación estratégica participativa de la comunidad educativa en el proceso de construcción del proyecto educativo de centro. *Revista Boletín Redipe*, *9*(5), 221–237. https://doi.org/10.36260/rbr.v9i5.990ESADE (1999). *Cómo elaborar un plan estratégico en la empresa*. Madrid: Cinco Días.

Fullán, M. (2002). *Los nuevos significados del cambio en la educación*. Barcelona: Octaedro.

Fuster, J. (2008). La planificación estratégica: Una propuesta metodológica para gestionar el cambio en políticas de innovación educativa. *Revista Iberoamericana de Educación,* 46(1), 1-11.

Gobierno Vasco, (2012). *Guía para la elaboración del proyecto de dirección*. Vitoria-Gasteiz: Administración de la Comunidad Autónoma del País Vasco.

Grant, R. M. (1995). "Análisis estratégico contemporáneo: conceptos, técnicas, aplicaciones". En: Munuera, J. L., y Rodríguez, A. I. *Estrategias de marketing. Teorías y casos*. Madrid: Pirámide.

Kotter, J. (1998). *Gestión del cambio*. Bilbao: Ediciones Deusto.

Lorente, Á. (2010). Tema 5: Estructura y cultura organizativa de los centros educativos. En Experto Universitario en Administración de la Educación. CADE 2008-2009 (pp. 1-27). Madrid: MEC-OEI-UNED.

Manes, J.M. (1999). *Gestión estratégica para instituciones educativas*. Buenos Aires, Argentina: Granica

Marcelo, R. T. T. (2021). Planificación estratégica situacional en la gestión escolar de las instituciones educativas. *Alborada de la Ciencia*, *1*(1), 9-16

.Martín Fernández, E. (2001). *Gestión de instituciones educativas inteligentes*. Madrid: Mc Graw Hill.

Mintzberg, H., y Brian, J. (1993). *El proceso estratégico. Conceptos, contextos y casos*. México: Prentice Hall.

Montero Alcaide, A. (2007). *Proyecto de dirección y ejercicio directivo*. Madrid: Wolters Kluwer.

Pachas Huamán, J. (2019). La planificación estratégica y su importancia en las instituciones educativas.

Addendum to the Course Guide of the Subject Models of Model Projects

Master's Degree in Educational School Management

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

[X]	Microsoft Teams	[ ]	Blackboard Collaborate Ultra
[ ]	Kaltura		

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

[X]	Microsoft Teams	[ ]	Blackboard Collaborate Ultra
[ ]	Kaltura		

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

[X] The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

[ ] The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.