The Educational Project
(Dinamization Agents and derivated programs)
Catholic University of Valencia

Year 2023/24

**Course Guide The Educational Project
(Dinamization Agents and derivated programs)**

	ECTS
TEACHING GUIDE TO THE FIELD AND/OR SUBJECT	

	ECTS
SUBJECT The Educational Project (Dinamization Agents and derivate programs)	6
Field Projects and PEC	12
Module: Planning, management and strategic evaluation of programs and projects.	15

Educational Model[1]: Basic and compulsory education	**Year:** 1 **Semester**: 1st.
Instructors: **Matilde Chisvert Villena** Ismael Martínez Ruiz Pedro Coronado Albalate	**Departament:** Education
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MODULE ORGANITATION

Planning, management and strategic evaluation of programs and projects		**Nº ECTS** **15**	
Duration and temporal location within the curriculum: 1st semester.			
Fields and Courses			
Field	**ECTS**	**COURSE**	**ECTS**	**Course/ semester**

Field	**ECTS**	**COURSE**	**ECTS**	**Course/ semester**
PROJECTS AND PEC	12	The Project Model	3	1/1
		Mission, vision and values of the school	3	1/1

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[1] Educational training (common field), Compulsory, Optional, External practice, Final Degree Project.

	3	The Educational Project (Dinamization Agents and derivate programs)	6	1/1

TEACHING GUIDE FOR FIELD/SUBJECT
The Educational Project (Dinamization Agents and derivate programs)

Prerequisites: There are no requisites described**.**

OBJETIVOS GENERALES

OG1. To know the structure and internal organization of a school.

OG2. To learn the functions of the different organs of government and participation in a school.

OG3. To analyze different strategies of intervention and motivation in the class group to perform a PAT.

OG4. To interpret regulations of a secondary center.

OG5. To analyze conflict resolution strategies in the classroom to improve the program of the school. To develop strategies for better implementation of the plan for coexistence. Relations with the Internal Regulations of the center

OG6. To identify possibilities in NLP and multilingual own individual designs

OG7. To design programs related to inclusive school programs.

BASIC ANG GENERAL COMPETENCES	Competence measuring scale			
	1	2	3	4
CB6 - Possess and understand knowledge that contributes to find chances for being original on the development and implementation of the ideas in an investigation context.		X		
CB7 - Students will know how to use knowledge and their skills for problem solving in new or less known environments inside broader contexts (or multidisciplinary) related with their field of study.			X	
CB8 - 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.			X	
CB9 - Students should be able to communicate their conclusions, knowledge and arguments in front of a specialized and non-specialized audience in a clear way.			X	

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CB10 - Students will have learning skills that let them continue studying in a self-directed and independent way.			X	
CG4 - The ability to solve problems and make decisions.			X	
CG6 - The ability to assume duties.			X	
CG9 - The ability to organize and plan.				X
CG11 - Ability to analyze and summarize.			X	
CG12 - Ability to keep relationships with other professionals to contrast.		X		

SPECIFIC COMPETENCES				
	1	**2**	**3**	**4**
CE05 - 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.		X		
CE06 - To plan, organize, regulate, control and evaluate different processes that take place in an educational institution.				X
CE07 - To lead the design, implementation, monitoring and evaluation of the School Educational Project, promoting the values, curriculum specifications and plans (tutoring, TICS, diversity, reading plan, language, ...)				X
CE08 - To understand inclusiveness as an indicator of actual quality and promote it in the center with leading programs.				X

LEARNING OUTCOMES	**COMPETENCES**
O.4 The student demonstrates that they know how to design, establish (for exemple, in "practicum") and report the results in any of the multiple programs they work with, based in relevant information. *O.4.1. The design is well written, in the centre of the strategic plan designed in the subject : "El modelo de proyectos".* *O.4.2. The design is adjusted within the regulations of the project.* *O.4.3. It demonstrates coherence with the objectives.* *O.4.4. The parts of the full plan, related to the chosen topic, can be seen.* *O.4.5. The design has conditions which allow the project to be possible.*	CE06 – CE07

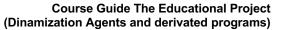|	
They defend and demonstrate they are aware of the need of inclusive education in schools. *R.5.1. It is written said that the designed plan is within inclusive education and the student justifies its need in a school.*	CE08

ON- CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	**Teaching- Learning Methodology**	**Relationship With Learning Outcomes For The Subject**	**ECTS**
ON- CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R-4, R-5	1
PRACTICAL CLASSES	Work groups sessions supervised by the professor. Case studies, diagnostic tests, problems, field studies, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R-4, R-5	0'2
		Total	(1'2)

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INDEPENDENT WORK ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Learning Outcomes Relationship Course**	**ECTS**
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R-4, R-5	4,8
		Total	4,8

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
The design of a total or partial plan of one of the presented projects, following the structure.	R-4, R-5	90%
The design is well contextualized, based on the strategic plan, designed in the class "El modelo de proyectos" (10%)		
Te design is adjusted to the regulatios of that plan. (10%)		
It demostrates coherence with the objectives. (10%)		
All the parts of the plan, within a topic, can be seen (30%).		
The design has conditions which allow the project to be possible. (10%).		
It is written said that the designed plan is within inclusive education and the student justifies its need in a school. (20%)		
Assistence and participation in activities. It will be controlled by a list.	R-4, R-5	10%
Participation in learning circles and the involvement in classroom's proposals and how they have allowed Access to the learning outcome of the subject (the student can only do the self-assesment if he/she has attended at least 80% of the class sessions).		

CRITERIOS PARA LA CONCESIÓN DE MATRÍCULA DE HONOR:

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.

When the mark obtained is beyond 9 points, and if this mark is a consecuence of an excellent work, plus effort and inserest, a Distinction could be granted.

DESCRIPTION OF CONTENTS	COMPETENCES
Organization.	
The Educational Project in a school (and the derivate programs that allow dynamization) • Curricular realization • The Internal Regulation of the Center • The tutorial action plan • Multilingual education program • The plan for students who have special needs. • Coexistence plan. • Other programs and plans. Educational coordination.	CE06 – CE07 – CE08

TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration):		
	BLOCK CONTENT / TEACHING UNIT	**SESSIONS**
1	The educational plan in a School and the global view of the derived from them. Curricular realization. Tutorial action plan.	8
2	Educational coordination. Te intern Regulation in a School.	4
3	The plan to help diversity and educational inclusion.	6
4	The coexistence plan.	5

5	Linguistic normaliztion plan or linguistic Project of the center. Particular design of linguisic programs. Other programs.	6
TOTAL		29

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Addendum to the Course Guide of The Educational Project (Dinamization Agents and derivated programs)

University masters on formal education for secondary education teachers, a levels, professional education and lenguages teaching

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.

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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: The delivery of activities, except for justified reasons, will be done synchronously for their qualification. Students who are not able to follow the class schedule and / or actively participate during the sessions, will present proof/justification of their circumstances to be evaluated.

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.

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Comments to the Assessment System: To encourage and motivate the presence, constant connection and monitoring of the subject in a synchronized way. The delivery of activities, except for justified reasons, will be done synchronously for their qualification. Students who are not able to follow the class schedule and / or actively participate during the sessions, will present proof/justification of their circumstances to be evaluated.