Design and project planning

Academic Year: (2019 / 2020)   **Review date: 08-05-2020**

Department assigned to the subject: Transversal matters

Coordinating teacher: TORRE GOMEZ, GUSTAVO DE LA

Type: Basic Core ECTS Credits : 3.0

Year : 2 Semester : 2

Branch of knowledge: Social Sciences and Law

OBJECTIVES

The aim is to train the student to:

Design social projects in all areas (cultural, sports, education, etc.).

Know the different currents and trends in the design and planning of projects.

Appropriately identify the different phases of the project design and planning process.

Recognize the importance of the analysis phase and empathy with the context for the subsequent design of actions.

Manage the basic methodological tools in the design of projects.

Innovate in project proposal models.

DESCRIPTION OF CONTENTS: PROGRAMME

ANALYSIS
Context analysis
Matrix of causes and effects. SWOT and other analysis tools.
Empathy Map
The object of change.

JUSTIFICATION AND BASIS of the proposals

Design Thinking in Project Design. Rapid prototype, test and evaluate the impact before launching the project.

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OBJECTIVES
Definition of change objectives. Indicators of evaluation and sources of verification Change hypothesis.
LFA matrix

ACTIONS AND ACTIVITIES
Actions Schedule. Temporalization

METHODOLOGY
Organizational methodology Methodology of action (educational).

EVALUATION
Monitoring and evaluation system.
Impact in the short, medium and long term.

Technical, human and material resources.

Budget. Financing projects.

LEARNING ACTIVITIES AND METHODOLOGY

The class schedule is distributed according to the following methodology and training activities:
- Theoretical-practical teaching; Active, dynamic and participatory learning.
- Written and oral exercises; role-playing, learning by doing, resolution of cases and problems, expositions of the students, peer to peer evaluation.
- Other training activities: master classes, teamwork, group activities, guided discussions, etc.
- Additional exercises at AulaGlobal platform.

ASSESSMENT SYSTEM

- Minimum assistance at 80%
- Continuous and summative evaluation (30%): Exercises, practical cases, presentations.
-Homework (70%)

% end-of-term-examination:	0
% of continuous assessment (assigments, laboratory, practicals…):	100

BASIC BIBLIOGRAPHY

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- Gordon, J.R. Comportamiento organizacional, Prentice Hall, 2009

- Heath, D. Cambia el chip. Cómo afrontar cambios que parecen imposibles, Gestión 2000, 2011

- Jiménez, F. La comunicación interpersonal: ejercicios educativos, JCCE, 1991

- Luecke, R. Gestión del Tiempo. Colección Harvard Business Essentials, Deusto, 2004

- Mootee, I. Design Thinking for Strategic Innovation: What They Can't Teach You at Business or Design School, John Wiley & Sons, 2013
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- Poelmans, S. Tiempo de calidad. Calidad de vida, Mc. Graw Hill, 2010

- Roselló, D. Diseño y evaluación de proyectos culturales. De la idea a la acción, Ariel, 2017

- Rosenberg, M. Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships, PuddleDancer Press, 2003