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| COURSE: DESIGN AND PROJECT PLANNING | | |
| DEGREE: DEGREES 1 (CONSULT THE APPENDIX) | YEAR: 2019-20 | TERM: 2 |

| WEEKLY PLANNING | | | | | | | |
|--------------------------------------|----------------------------|---|----------------------|--|---|-------------|---|
| S E M E S T R E | S E S I Ó N | DESCRIPTION | TEACHING (mark X) | SPECIAL ROOM FOR SESION (computer classroom, audio-visual classroom...) | WEEKLY PROGRAMMING FOR STUDENT | | |
| | | | SEMINARS | | DESCRIPCIÓN | CLASS HOURS | HOMEWORK HOURS (Max. Estim. 3,25h) |
| 1 | 1 | Presentation. A personal goal to fulfill during the course. Project Design Canvas. Creativity. Generation of creative ideas. Organization of work teams. Gamified game How much do you know about planning? | | | Presentation. A personal goal to fulfill during the course. Project Design Canvas. Creativity. Generation of creative ideas. Organization of work teams. Gamified game How much do you know about planning? | 1,5 | 3,25 |
| 2 | 2 | The work idea. Definition of the work ideas. Focusing the problem. Design Thinking. Agile proposals for the design of social projects. Work scheme on Design Thinking. Creative Process Guide for Design Thinking. Daily User Task. | | | The work idea. Definition of the work ideas. Focusing the problem. Design Thinking. Agile proposals for the design of social projects. Work scheme on Design Thinking. Creative Process Guide for Design Thinking. Daily User Task. | 1,5 | 3,25 |

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| | | | SEMINARS | | DESCRIPCIÓN | CLASS HOURS | HOMEWORK HOURS (Max. Estim. 3,25h) |
| 3 | 3 | Context and analysis. Analysis of determined social contexts. Analysis of reality. Exchange Assumptions and Agents Involved Files. Definition Change Object. Model of the 10 questions. Empathy Map. Person Map. SWOT + MAREA analysis. Map causes and effects | | | Context and analysis. Analysis of determined social contexts. Analysis of reality. Exchange Assumptions and Agents Involved Files. Definition Change Object. Model of the 10 questions. Empathy Map. Person Map. SWOT + MAREA analysis. Map causes and effects | 1,5 | 3,25 |
| 4 | 4 | The reason for our project. Fundamentation and justification of project proposals. PANEL OF EXPERTS | | | The reason for our project. Fundamentation and justification of project proposals. PANEL OF EXPERTS | 1,5 | 3,25 |
| 5 | 5 | Goals. Definition of change objectives. Why defining objectives. Objectives Plan. | | | Goals. Definition of change objectives. Why defining objectives. Objectives Plan. | 1,5 | 3,25 |
| 6 | 6 | Methodology for action. Methodology. Principles and methodological criteria. | | | Methodology for action. Methodology. Principles and methodological criteria. | 1,5 | 3,25 |
| 7 | 7 | Resources for the project. Human, material and technical needed resources for the development of the action. | | | Resources for the project. Human, material and technical needed resources for the development of the action. | 1,5 | 3,25 |
| 8 | 8 | Actions. Lines and Schedule of actions. | | | Actions. Lines and Schedule of actions. | 1,5 | 3,25 |
| 9 | 9 | Evaluation. Monitoring systems and impact evaluation. | | | Evaluation. Monitoring systems and impact evaluation. | 1,5 | 3,25 |
| 10 | 10 | Prototyping, testing and validation | | | Prototyping, testing and validation | 1,5 | 3,25 |
| 11 | 11 | Visibility of actions. How social networks can help us improve our idea | | | Visibility of actions. How social networks can | 1,5 | 3,25 |
| 12 | 12 | Logical framework for impostors. Coherence of the proposal in relation to the impact. | | | Logical framework for impostors. Coherence of the proposal in relation to the impact. | 1,5 | 3,25 |
| 13 | 13 | Budget and project funds. | | | Budget and project funds. | 1,5 | 3,25 |
| 14 | 14 | Presenting a project. How to present proposals in a new and innovative way. | | | Presenting a project. How to present proposals in a new and innovative way. | 1,5 | 3,25 |
| Subtotal 1 | | | | | | 21 | 46 |

| WEEKLY PLANNING | | | | | | | |
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| | | | SEMINARS | | DESCRIPCIÓN | CLASS HOURS | HOMEWORK HOURS (Max. Estim. 3,25h) |
| | | | | | Total 1 (Hours of class plus student homework) | | 67 |
| 15 | | Tutorials, handing in, etc | | | | 1,8 | 7 |
| | | | | | Subtotal 2 | | 9 |
| | | | | | Total 2 (Hours of class plus student homework) | | 9 |
| TOTAL (Maximun 75 horas) | | | | | | | 75 |

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| COURSE: DESIGN AND PROJECT PLANNING | | |
| DEGREE: DEGREES 2 (CONSULT THE APPENDIX) | YEAR: 2019-20 | TERM: 2 |

| WEEKLY PLANNING | | | | | | | |
|--------------------------------------|----------------------------|---|----------------------|--|-----------------------------------|-------------|---|
| S E M E S T R E | S E S I Ó N | DESCRIPTION | TEACHING (mark X) | SPECIAL ROOM FOR SESION (computer classroom, audio-visual classroom...) | WEEKLY PROGRAMMING FOR STUDENT | | |
| | | | SEMINARS | | DESCRIPCIÓN | CLASS HOURS | HOMEWORK HOURS (Max. Estim. 3,25h) |
| 1 | 1 | Definition of "project". Types of projects. Conceptual approaches | | Classroom | Documentation reading | 1,5 | 3,25 |
| 2 | 2 | Projects classification methods. Selection criteria. | | Classroom | Practical analysis of methods. | 1,5 | 3,25 |
| 3 | 3 | Justification and foundation of the project. | | Classroom | Personal analysis | 1,5 | 3,25 |
| 4 | 4 | Personal qualities. Leadership. Emotional intelligence. | | Classroom | Analysis of personal resources | 1,5 | 3,25 |
| 5 | 5 | Team management. Types of communication. Nonviolent communication | | Classroom | Play-role: Types of communication | 1,5 | 3,25 |
| 6 | 6 | Own projects External projects | | Classroom | Practice: "Your own project" | 1,5 | 3,25 |
| 7 | 7 | Project selection criteria. Reality analysis Context Analysis | | Classroom | SWOT analysis | 1,5 | 3,25 |
| 8 | 8 | Project planning. Basic points and structure. Interrelation of components | | Classroom | Practice: Planning basic points. | 1,5 | 3,25 |
| 9 | 9 | Content of a project. Design Thinking | | Classroom | Practice: Design thinking | 1,5 | 3,25 |
| 10 | 10 | Evaluation of a project and models. Graphic methods of programming and | | Classroom | Analysis of different methods | 1,5 | 3,25 |
| 11 | 11 | Evaluation of risks and potential problems. | | Classroom | Detecting possible problems | 1,5 | 3,25 |
| 12 | 12 | Management and organization of resources. Budget and financing. | | Classroom | Reading | 1,5 | 3,25 |
| 13 | 13 | Evaluation and monitoring. Short, medium and long term impacts. | | Classroom | Practical analysis | 1,5 | 3,25 |
| 14 | 14 | Disclosure and publicity of a project. | | Classroom | Group dynamic. Balance course | 1,5 | 3,25 |
| Subtotal 1 | | | | | | 21 | 46 |

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| | | | SEMINARS | | DESCRIPCIÓN | CLASS HOURS | HOMEWORK HOURS (Max. Estim. 3,25h) |
| | | | | | Total 1 (Hours of class plus student homework) | 67 | |
| 15 | | Tutorials, handing in, etc | | | | 1,8 | 7 |
| | | | | | Subtotal 2 | 9 | |
| | | | | | Total 2 (Hours of class plus student homework) | 9 | |
| TOTAL (Maximun 75 horas) | | | | | | 75 | |

APPENDIX**DEGREES 1 (GROUPS 1,2,5,91)**

ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS
DERECHO
ESTADÍSTICA Y EMPRESA
INGENIERÍA DE COMUNICACIONES MÓVILES Y ESPACIALES
INGENIERÍA DE SISTEMAS DE COMUNICACIONES
INGENIERÍA DE SONIDO E IMAGEN
INGENIERÍA EN TECNOLOGÍAS DE LA COMUNICACIÓN
INGENIERÍA TELEMÁTICA
DOBLE GRADO EN PERIODISMO Y HUMANIDADES
COMUNICACION AUDIOVISUAL
PERIODISMO
HUMANIDADES

**DEGREES 2
(GROUP 3 -ENGLISH)**

COMUNICACION AUDIOVISUAL
PERIODISMO
HISTORIA Y POLÍTICA