HIGHER UNIVERSITY TECHNICIAN IN AQUACULTURE
PROJECTS SPECIALIST
PROFESSIONAL COMPETENCIES

SOCIOCULTURAL TRAINING COURSE IV

LEARNING UNITS

1. **Competencies**	To act with proactive, creative and entrepreneurial values and attitudes in their personal, social and organizational development, in harmony with their environment.
2. **Four Month Period**	Fourth
3. **Theoretical Hours**	13
4. **Practical Hours**	32
5. **Total Hours**	45
6. **Total Hours per Week Four Month Period**	2
7. **Course Objective**	The student will develop innovative ideas or alternative solutions, under ethical parameters of application and with creativity techniques, to solve everyday problems or stimulate the generation of new businesses that contribute to the economic and social development of the environment.

Learning Units	Hours		
	Theoretical	**Practical**	**Totals**
I. Creative Thinking Process	4	11	15
II. Development of Ideas	6	14	20
III. Administration by Values	3	7	10
Totals	**13**	**32**	**45**

WRITTEN BY:	Technical Management Skills Committee	**REVISED BY:**		
APPROVED BY:	C. G. U. T.	**EFFECTIVE DATE:**	September 2010	

SOCIOCULTURAL TRAINING IV

LEARNING UNITS

1. Learning Unit	I. Creative Thinking Process
2. Theoretical Hours	4
3. Practical Hours	11
4. Total Hours	15
5. Objective of the Learning Unit	The student will generate ideas through the process of creative thinking to meet the needs with social responsibility.

Themes	Learning to know	Learning to do	Learning to be
Intelligence	To describe the theory of multiple intelligences. To identify the characteristics of the six thinking hats.		Proactive Responsible Initiative Critical Analytical Respectful
Lateral and vertical thinking	To define thinking, vertical thinking and lateral thinking.	To generate ideas using vertical and lateral thinking contrasting the results.	Proactive Responsible Initiative Critical Analytical Respectful
The process of creative thinking	To describe the process of creative thinking: preparation, incubation, lighting and verification.	To generate ideas following the stages of the process of creative thinking.	Proactive Responsible Initiative Critical Analytical Respectful

SOCIOCULTURAL TRAINING IV

EVALUATION PROCESS

Learning outcomes	Learning Sequence	Instruments and type of reagents
From a case, the student will integrate a report that should include: a. Analysis of the situation from different perspectives. b. A proposal of creative solution alternatives. c. Selection of a valued solution.	1. To understand multiple intelligences. 2. To differentiate vertical and lateral thinking. 3. To analyze the stages of the creative thinking process. 4. To generate creative solutions.	Execution of tasks Checklist

SOCIOCULTURAL TRAINING IV

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
Group discussion Research Practical exercises	Projector, computer, prints, internet, audiovisuals.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		

SOCIOCULTURAL TRAINING IV

LEARNING UNITS

1. **Learning Unit**	**II. Development of Ideas**
2. **Theoretical Hours**	6
3. **Practical Hours**	14
4. **Total Hours**	20
5. **Objective of the Learning Unit**	The student will develop creative solutions, through the process of developing new ideas, to solve problems.

Themes	Learning to know	Learning to do	Learning to be
Generation of ideas	To identify the process of developing creative ideas for the solution of problems or the development of new businesses. To employ creativity techniques to develop ideas or solutions: - analogy - brainstorming - list of Osborn questions - method of random words - morphological boxes	To generate business ideas or feasible solution alternatives.	Mediator Responsible Initiative Critical Analytical Respectful
Debugging ideas	To identify the importance of analyzing and debugging ideas or solutions through a systemic approach and cost benefit.	To value business ideas or solution alternatives.	Mediator Responsible Initiative Critical Analytical Respectful

Themes	Learning to know	Learning to do	Learning to be
Development of concept	To identify concept development theories. -Prototypes or models -The Impact Theory -Branding strategy	To design the concept of a product or a solution alternative.	Proactive Responsible Initiative Critical Analytical Respectful Mediator
Proof of concept	To explain the proof of concept and its importance by distinguishing: - technical viability, - strategic or market impact - economic cost / benefit	To perform the proof of concept of the business idea or alternative solution.	Proactive Responsible Initiative Critical Analytical Respectful Mediator

SOCIOCULTURAL TRAINING IV

EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
The student will prepare a portfolio of evidence with the proof of a business idea or an alternative solution that should contain: - The ideas generated including the creativity techniques and sources used. - The ideas or solution alternatives most likely to be successful and the debugging method with which that conclusion was reached. - The sequence: idea, concept and implementation. - Prototype or detailed description. - The results of the proof of concept applied to the market or problem. -Technical, strategic or marketing viability, and economic value of the idea or solution alternative. - Conclusions of the results obtained.	1. To identify the process of developing new ideas or solutions. 2. To distinguish creativity techniques for the generation and debugging of ideas. 3. To analyze the activities to be developed in the proof of concepts. 4. To perform the concepts test.	Project Checklist

SOCIOCULTURAL TRAINING IV

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
Project-based learning Collaborative teams	Video, posters, internet, library, magazines, newspapers, acetates, projector, computer, blackboard, flipchart.

LEARNING SPACE

Classroom	Laboratory / Workshop	Company
X		

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SOCIOCULTURAL TRAINING IV

LEARNING UNITS

1. **Learning Unit**	**III. Administration by Values**
2. **Theoretical Hours**	3
3. **Practical Hours**	7
4. **Total Hours**	10
5. **Objective of the Learning Unit**	The student will adopt professional attitudes, through the ethical analysis of social and business values, to promote business ideas that contribute to social development.

Themes	Learning to know	Learning to do	Learning to be
Ethics and values	To identify the concepts of: -personal, business and social ethics. - personal, social and universal values. - moral. -responsibility, awareness and commitment.	To design guidelines that allow organizations to respond to global interests (economic and social).	Ethical and with moral values.
Relations and Communication	To identify the concepts of: - to tell - to show - to communicate - to agree	To design communication strategies that reflect the values of organizations and at the same time the commitment of Senior Management	Connect with and Communicative
Management by values	To identify the concept of "Build with foundation for our survival and growth, creating through our values a quality heritage."	To design life and career plans consistent with organizational objectives.	Management by values

SOCIOCULTURAL TRAINING IV

EVALUATION PROCESS

Learning outcomes	Learning sequence	Instruments and type of reagents
From a case, the student will elaborate the Code of Ethics of an organization, with the following elements: - organizational ethics. - values. - social responsibility. - communication strategies. - campaign strategy "Lead by the example" - strategy for promotion, dissemination, consolidation and verification of organizational values.	1. To identify individual and social values. 2. To associate values with social and business morals. 3. To design the code of business ethics. 4. To promote values among the business community.	Project Checklist

SOCIOCULTURAL TRAINING IV

TEACHING LEARNING PROCESS

Methods and teaching techniques	Media and didactic materials
Group discussion Project based learning Collaborative teams	Video, posters, internet, library, magazines, newspapers, acetates, projector, computer, blackboard, flip chart.

LEARNING SPACE

Classroom	Laboratory/ Workshop	Company
X		

SOCIOCULTURAL TRAINING IV

CAPACITIES DERIVED FROM THE PROFESSIONAL COMPETENCES TO WHICH THE COURSE CONTRIBUTES

Capacity	Performance Criteria
To analyze human situations to understand their meaning.	To argue rationally the meaning of real situations.
To evaluate his/her value system to identify weaknesses, strengths and opportunities for personal growth	To perform a self-critical analysis of his/her own performance.

SOCIOCULTURAL TRAINING IV

BIBLIOGRAPHY

Author	Year	Title	City	Country	Editorial
de Sánchez, Margarita A.	(2005)	*Desarrollo de habilidades del pensamiento (creatividad)*	Ciudad de Mexico	Mexico	Trillas
Urguía Lago Antonio	(2006)	*Pensamiento crítico y aprendizaje colaborativo*	Ciudad de Mexico	Mexico	Jit Press
Urguía Lago Antonio	(2000)	*Pensamiento crítico manual de actividades*	Ciudad de Mexico	Mexico	Jit Press
Planchar Ken, Michel O'Connor	(1997)	*Administración por valores*	Ciudad de Mexico	Mexico	Grupo Norma

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