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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
/Yu.D. Davydova/
"30" 05 2022

Dean,
Faculty of Economics and Management
/A.V. Nazarenko/
"30" 05 2022

WORKING PROGRAM OF THE DISCIPLINE

"Introduction to Project Activity"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline.

aimmastering the discipline**"** Introduction to Project Activity” is:
the formation of students' competencies through the development of knowledge about the basics of project activities, the acquisition of skills in the field of creating and managing projects that allow them to effectively carry out professional activities.

To the main tasksmastering the discipline "Introduction to project activities" should include:

- gradual development by students of a number of basic skills (logical, speech, communication) necessary for the implementation and implementation of projects of varying complexity;

- acquaintance with various types of activities (cognitive, research, creative) carried out as a result of the implementation of projects;

- the formation of thinking, understanding and the ability to independently navigate in “what and why are you doing?”;

- formation of readiness to seek and find their own professional path in various activities;

- getting ideas about projects, design, research activities.

2. The place of the discipline in the structure of the bachelor's program.

The discipline "Introduction to project activities" is one of the mandatory part of the academic disciplines (B1.1.07) of the bachelor's degree program.
The discipline "Production management" is interconnected logically and meaningfully and methodically with the following disciplines:"

- Project activity
- Project management
- Fundamentals of technological entrepreneurship
- Educational practice (introductory practice)
- Industrial practice (undergraduate practice)

3. The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes should be achieved as a stage in the formation of the relevant competencies:

Competency code	As a result of mastering the educational program, the student must have	List of planned learning outcomes by discipline
UK-2	the ability to determine the range of tasks within the set goal and choose the best ways to solve them, based on the current legal norms, available resources and restrictions	**know:** - place, role and significance of project activities in education; - theoretical bases of project activity. **be able to:** - organize your project activities; - based on the analysis of the information received (problems), to form the goals and objectives of the project, to find ways to solve the problem. **own:** - skills and abilities of project activity; - the basics of design, modeling and design in the implementation of projects in their professional activities.

4. Structure and content of the discipline.

The total complexity of the discipline is:

Sections of the discipline "Introduction to project activities" are studied in the first year.

The structure and content of the discipline "Introduction to project activities" in terms of terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1. Acquaintance with the concept of the project.

Introductory lessons. Brainstorm "What is a project?" (training of associative thinking), generation of project ideas, analysis of their compliance with the accepted definition of the project, acceptance by students of the scheme, concepts and features of

the project.

Topic 2. Choice of project topic and research problem.

The main criteria for choosing a topic. Requirements for choosing a project topic.

Topic 3. Typology of projects.

Types of projects by dominant activity. Project Passport Template

Topic 4. Products of project activities.

External products of project activity. Internal products of project activities.

Topic 5. Stages of project activity.

The roles of managers and performers at different stages of the project.

Topic 6. Project initiation.

Determination of the relevance of the problem, classification of contradictions. Collective thinking, methods of generating ideas. Determining the role of reflection at all stages of project management. Working in teams: actual problems in the field of personal, scientific and educational interests of students.

Topic 7. Methods of scientific knowledge.

Analysis, synthesis, deduction, induction, classification, modeling, observation, experiment, survey, interview.

Topic 8. Project planning.

Documentation for initiative projects: defining the goals and objectives of the project, planning the expected result, resources and project activities, identifying and assessing risks. Consideration of real projects. Introduction to the PMI standard.

Topic 9. Project management.

Project management methodology. Basic elements of PMBoK. The standard for project management. Project management knowledge areas.

Topic 10. Modern software for working on a project.

Consideration of existing information technologies in the Internet environment for the organization of work on the project. Tools for effective team communication in the

Internet environment. Web services and applications for project management. Tools for non-programmatically creating a business card site for a project.

Topic 11. Presentation of project results.

Computer presentation design tools. Presentation of project results at conferences and competitions. Reflection of the work done within the framework of the discipline, projection of the results obtained onto the further trajectory of the student's development.

Topic 12. Requirements and preparation for public speaking.

Suggestions for the speaker. Preparation technique. General recommendations.

Topic 13. Requirements for making presentations.

Main presentation slides. Information content. Design errors.

Topic 14. The difference between design work and scientific research.

The main stages of scientific research and design work

Topic 15. Criteria for evaluating project work.

Evaluation sheet for expert evaluation of project work and project defense.Algorithm for writing the introduction of a research project work

5. Educational technologies.

The methodology of teaching the discipline "Introduction to project activities" is based on the following technologies:

1. Technology of project-based learning.

This technology involves the organization of the educational process in accordance with the algorithm for the phased solution of the design problem.

- The project involves a joint educational and cognitive activity of a group of students aimed at forming a concept, setting goals and objectives, expected results, planning the progress of work, searching for available and optimal resources, phased implementation of the work plan, presentation of work results, their comprehension and reflection.

- Business game - simulation of various situations related to the development and adoption of joint decisions, collective discussion of issues, reconstruction of functional interaction in a team.

2. Interactive technologies.

This technology is aimed at organizing the educational process, which involves the active and non-linear interaction of all participants, the achievement on this basis of a personally significant educational result for them.

- using interactive tools to generate ideas (brainstorming);
- use of interactive tools for project management and division of roles within the project team and division into subgroups to solve practical problems;
- round tables, group discussions, communication on professional topics within the framework of the ongoing project.

3. Information and communication educational technologies.

This technology is aimed at organizing the educational process based on the use of technical means of working with information.

- conducting master classes from experts and specialists from various fields necessary for the implementation of the project;
- computer modeling and analysis of results;
- preparation, presentation and discussion of the work process and the results obtained at the intermediate and final plenary sessions;
- group reflection on the results of work.

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for students' independent work.

Only students who have completed all types of educational work provided for by the

work program of the discipline are allowed to intermediate certification.The current control of students' progress is carried out in the process of students' work within the framework of the project during the semester: oral survey, case-tasks.

Samples of control questions and tasks for conducting current control, questions for the exam are given in the appendix. When performing current control, it is possible to use test material. Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies. All materials are placed in the LMS of the Moscow Poly (https://online.mospolytech.ru/).

When teaching people with disabilities, e-learning and distance learning technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module)

6.1.1. List of competencies indicating the stages of their formation in the process of mastering the educational program

As a result of mastering the discipline (module), the following competencies are formed:

Competency code	As a result of mastering the educational program, the student must have
UK-2	the ability to determine the range of tasks within the set goal and choose the best ways to solve them, based on the current legal norms, available resources and restrictions

In the process of mastering the educational program, these competencies, including their individual components, are formed in stages during the development of disciplines (modules), practices by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

An indicator of competency assessment at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

UK -2 - the ability to determine the range of tasks within the set goal and choose the best ways to solve them, based on the current legal norms, available resources and restrictions				
Index	Evaluation criteria			
	Less than 60 points	60-70 points	71-80 points	81-100 points
know: - place, role and significance of project activities in education; - theoretical bases of project activity.	The student demonstrates the complete absence or insufficient compliance of the following knowledge: the basics of project activities. Does not attend discipline classes and does not fulfill the tasks of the project curator	The student demonstrates incomplete compliance with the following knowledge: the basics of project activities. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations. Attends classes partly in the discipline and partly fulfills the tasks of the curator for the project	The student demonstrates partial compliance with the following knowledge: the basics of project activities, but minor errors, inaccuracies, and difficulties in analytical operations are allowed. Attends classes partially in the discipline and fulfills the tasks of the curator for the project	The student demonstrates full compliance with the following knowledge: the basics of project activities. Attends classes in the discipline and fulfills the tasks of the curator for the project in full
be able to: - organize your project activities; - based on the analysis of the information received (problems), to form the goals and objectives of the project, to find ways to solve the problem.	The student does not know how or insufficiently knows how to implement key management functions in project activities	The student demonstrates incomplete compliance with the following skills: to implement key management functions in project activities. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: to implement key management functions in project activities. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: to implement key management functions in project activities. Freely operates with acquired skills, applies them in situations of increased complexity.

own: - skills and abilities of project activity; - the basics of design, modeling and design in the implementation of projects in their professional activities.	The student demonstrates the complete absence or insufficient compliance of the following skills: the basics of modeling and project design.	The student demonstrates incomplete compliance with the following skills: the basics of modeling and project design. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates partial compliance with the following skills: the basics of modeling and project design, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following skills: the basics of modeling and project design, freely operates with the acquired knowledge.

The scale of assessment of the results of the intermediate certification and its description:

Form of intermediate attestation: test.

Intermediate attestation of students in the form of a test is carried out on the basis of the intermediate progress of students - the accumulated number of points received during the semester for the quality and timeliness of project work, based on the results of the defense of the project, as well as on the basis of the teacher's marks on the level of formation of the student's competencies.

In order to successfully pass the intermediate certification in the discipline "Introduction to project activities", the student needs to score a threshold value during the semester - at least 60 points for intermediate performance. In the case of a fractional number of points, the result is reduced to an integer value according to the laws of arithmetic rounding.

The assessment of the degree of achievement by students of the planned learning outcomes in the discipline is carried out by the teacher conducting classes in the discipline, by the method of expert assessment and using the fund of evaluation tools.

Evaluation scale	**Evaluation criteria**
Passed	The student demonstrates the correspondence of skills and abilities to the indicators given in the tables, operates with the acquired skills, skills. In this case, minor errors, inaccuracies, difficulties in analytical operations,

	transferring skills to new, non-standard situations can be made. The threshold value of points has been reached - at least 60 points for the completed project tasks during the implementation of the project.
Not credited	The student demonstrates incomplete correspondence of skills and abilities to those given in the tables of indicators, significant mistakes are made, the lack of skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating skills when transferring them to new situations. Less than 60 points scored for completed project tasks during project implementation.

The Evaluation Funds are presented in Annex 2 to the Work Programme.

7. Educational and methodological support of discipline.

a) basic literature:

1. Project management: textbook / V. N. Ostrovskaya, G. V. Vorontsova, O. N. Momotova [and others]. - 2nd ed., erased. - St. Petersburg: Lan, 2019. - 400 p. - ISBN 978-5-8114-4043-6. — Text: electronic // Doe: electronic library system. - URL: https://e.lanbook.com/book/114700933

2. Chusavitina, G. N. Mathematical methods of project management: textbook / G. N. Chusavitina, V. N. Makashova, I. K. Skokova. - 2nd ed. - Moscow: FLINTA, 2017. - 130 p. - ISBN 978-5-9765-3794-1. — Text: electronic // Doe: electronic library system. - URL: https://e.lanbook.com/book/104933

b) additional literature:

1. Guide to the body of knowledge on project management (PMBOK® Guides): per. from English. : [16+] / . – 5th ed. - Moscow: Olymp-Business, 2018. - 613 p. : tab.,

schemes. – Access Mode: – URL:http://biblioclub.ru/index.php?page=book&id=494449– Text : electronic.

2. Lich, L. On time and within the budget: project management according to the critical chain method / L. Lich; scientific ed. O. Zupnik; per. U. Salamatova. - 3rd ed. - Moscow: Alpina Publisher, 2016. - 352 p. : schemes. – Access mode: – URL:http://biblioclub.ru/index.php?page=book&id=471708– ISBN 978-5-9614-5004-0. – Text : electronic.

3. Project management using Microsoft Project / T.S. Vasyuchkova, N.A. Ivancheva, M.A. Derzho, T.P. Pukhnachev. - 2nd ed., Rev. - Moscow: National Open University "INTUIT", 2016. - 148 p. : ill. – Access Mode: – URL:http://biblioclub.ru/index.php?page=book&id=429881. - Bibliography. in book. – Text : electronic.

c) software and Internet resources:

Office applications, Microsoft Office 2013 (or lower) -Microsoft Open License - License No. 61984042 Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961, Transfer and Acceptance Certificate No. 385

Operating system, Windows 7 (or lower) - Microsoft Open License - License No. 61984214, 61984216, 61984217, 61984219, 61984213, 61984218, 61984215; Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961

- http://www.gov.ruServer of state authorities of the Russian Federation.
- http://www.mos.ruOfficial server of the Government of Moscow.
- http://www.garant.ruGUARANTOR Legislation with comments.
- http://www.gks.ruFederal State Statistics Service.
- http://www.rg.ruRussian newspaper.
- http://www.rbc.ruRBC (RosBusinessConsulting).
- http://www.businesspress.ruBusiness press.
- http://uisrussia.msu.ruUniversity Information System of Russia.
- http://www.mevriz.ruJournal "Management in Russia and abroad"

– http://minpromtorg.gov.ru/Ministry of Industry and Trade of the Russian Federation.

8. Logistics support of discipline.

Audience for lectures and seminarsDepartments of Management. Training tables with benches, classroom board, portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

Office applications, Microsoft Office 2013 (or lower) -Microsoft Open License - License No. 61984042 Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961, Transfer and Acceptance Certificate No. 385

Operating system, Windows 7 (or lower) - Microsoft Open License - License No. 61984214, 61984216, 61984217, 61984219, 61984213, 61984218, 61984215; Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961

9. Guidelines for students when working on lecture notes during the lecture.

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to keep a summary, which will later allow you to recall the studied educational material, to supplement the content during independent work with literature.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave fields in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions.

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the

topic of the lecture. When lecturing on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar. Since the student's activity in seminars is the subject of monitoring his progress in mastering the course, preparation for seminars requires a responsible attitude.

Guidelines for students on the organization of independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. During independent work, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

10. Guidelines for the teacher(Guidelines for making presentations)

A presentation (from the English word - presentation) is a set of color slide pictures on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures that are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact of the speaker with the demonstration material;
- mobility and compactness of information carriers and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for the design of computer presentations

General Design Rules

Many designers argue that there are no laws and rules in design. There are tips, tricks, tips. Design, like any kind of creativity, art, like any way of some people to communicate with others, like language, like thought, will bypass any rules and laws. However, there are certain recommendations that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and recommendations.

Font design rules:

- Serif fonts are easier to read than sans-serif fonts;
- Capital letters are not recommended for body text.
- Font contrast can be created through: font size, font weight, style, shape, direction, and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.

- Black color has a negative (gloomy) connotation.

- White text on a black background is hard to read (inversion is hard to read).

Presentation design guidelines

In order for the presentation to be well perceived by the audience and not cause negative emotions (subconscious or completely conscious), it is necessary to follow the rules for its design.

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

Consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

− font size: 24-54 pt (headline), 18-36 pt (plain text);

− font color and background color should contrast (the text should be well read), but not hurt the eyes;

− font type: smooth sans-serif font for body text (Arial, Tahoma, Verdana), decorative font can be used for heading if it is legible;

− italics, underlining, bold, capital letters are recommended to be used only for semantic highlighting of a text fragment.

Formatting graphic information:

− drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;

− it is desirable to avoid drawings in the presentation that do not carry a semantic load if they are not part of the style design;

− the color of graphic images should not contrast sharply with the overall style of the slide;

− illustrations are recommended to be accompanied by explanatory text;

− if a graphic image is used as a background, then the text on this background should be well readable.

The content and location of information blocks on the slide:

− there should not be too many information blocks (3-6);

− the recommended size of one information block is no more than 1/2 of the slide size;

− it is desirable to have on the page blocks with different types of information (text, graphs, diagrams, tables, figures) that complement each other;

− keywords in the information block must be highlighted;

− information blocks should be placed horizontally, blocks related in meaning - from left to right;

− the most important information should be placed in the center of the slide;

− the logic of presenting information on slides and in the presentation should correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, one must not forget about their content - the text. In no case should it contain spelling errors. You should also take into account the general rules for formatting the text.

After creating a presentation and its design, you need to rehearse its presentation and your performance, check how the presentation will look like as a whole (on a

computer screen or projection screen), how quickly and adequately it is perceived from different audience locations, under different lighting conditions, noise accompaniment, in an environment as close as possible to the real conditions of the performance.

The work program was compiled on the basis of the Federal State Educational Standard of Higher Education in the direction of bachelor training on March 38, 2002 "Management", approved by order of the Ministry of Education and Science of the Russian Federation of August 12, 2020 No. 970(Registered with the Ministry of Justice of Russia on August 25, 2020 No. 59449).

The program was made by:

Head of the CPD /_____/

The program was approved at a meeting of the Center for Project Activities

"" _____ 2022, Protocol No. 1

Head of the CPD /_____/

Apps 1

The structure and content of the discipline "Introduction to project activities" in the direction of preparation 38.03.02 "Management" (bachelor). Educational program "Business Process Management". Part-time form of education.

No. n/n	Chapter	Semester	A week semester	Types of educational work, including independent work of students, and labor intensity in hours					Types of independent work students						Forms of attestation	
				L	F/N	Lab	SRS	DAC	DC	TK	UO	DI	K-Z	P	E	Z
	First course															
	Topic 1 Introduction to the concept of a project	one	1-2		2		6				+		+			
	Topic 2 Choice of project topic and research problems	one	3-5		3		9				+		+			
	Topic 3 Typology of projects	one	6-8		3		9				+		+			
	Topic 4 Products of project activities	one	9-12		four		12				+		+			
	Topic 5 Stages of project activities	one	13-14		2		6				+		+			
	Topic 6 Project Initiation	one	15-16		2		6				+		+			
	Topic 7 Methods of scientific knowledge	one	17-18		2		6				+		+			
	Appraisal Form	one									one		one			Z
	Total hours per discipline				**eighteen**		**54**									

Appendix 2 to work program

MINISTRY OF SCIENCE AND HIGHER EDUCATION RUSSIAN FEDERATION

Federal State Autonomous Educational Institution higher education "MOSCOW POLYTECHNICAL UNIVERSITY" / MOSCOW POLYTECH /

Direction of training: 38.03.02 "Management"

EP (Educational Programme): Business Process Management

Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

Form of study: full-time, part-time

Project Activity Center

VALUATION FUND

BY DISCIPLINE INTRODUCTION TO PROJECT ACTIVITIES

Composition: 1. Passport of the fund of appraisal funds

2. Description of evaluation tools:

questions tooral survey, case-tasks, questions for the test

Compiled by:

Moscow, 2022

Table 1

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Introduction to project activities					
GEF VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following competencies:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
UK-2	the ability to determine the range of tasks within the set goal and choose the best ways to solve them, based on the current legal norms, available resources and restrictions	**know:** - place, role and significance of project activities in education; - theoretical foundations of project activities; **be able to:** - organize your project activities; - based on the analysis of the information received (problems), to form the goals and objectives of the project, to find ways to solve the problem; **own:** - skills and abilities of project activity; - the basics of design, modeling and design in the implementation of projects in their professional activities;	independent work, seminars	cop, wo, offset	**A basic level of:** Know the terminology of project activities **Advanced level:** ability to design projects

**- For abbreviations of forms of evaluation tools, see Appendix 2 to the RP.

Annex 2
To the work program

The list of evaluation tools for the discipline "Introduction to project activities»

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Case task (K-Z)	A problem task in which the student is asked to comprehend the real professionally oriented situation necessary to solve this problem.	Tasks for solving a case problem
2	Oral interview interview, (UO)	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to clarify the amount of knowledge of the student in a particular section, topic, problem, etc.	Questions about topics / sections of the discipline
3	credit	Form of knowledge assessment. In higher education institutions are held during the session.	Questions for the test

Questions for the test in the discipline "Introduction to project activities"

Formation of competence (UK-2)

1. Basic concepts of the project.
2. Distinctive features of the project.
3. Classification of projects.
4. Project environment, structural diagram of the project environment.
5. Participants of the investment construction project. The main participants of the project.
6. Structural decomposition (tree) of the EPS project.
7. Structural decomposition of WBS works.
8. Definition of project management.
9. What problem does your project solve?
10. What is the object of design - how are you going to solve the problem posed for the project?
11. Are there alternative ways to solve the problem, if so, which ones?
12. Are there analogues of your project on the market, if so, which ones?
13. What is the advantage of your project in comparison with existing analogues or alternative ways of solving the problem?
14. At what stage is your project?

15. Discussion of ideas for future projects, drawing up a work plan for the project.

16. Formulation of ideas and plans on the subject of the project.

17. Change/correction of the time frame of the project stages.

18. Discussion of the distribution of stage tasks by project teams and individual performers.

19. Selected design and project implementation tools.

20. Coordination of the result of work on various tasks of the stage.

21. Project risk analysis.

22. Elaboration of additional ways to support the project.

23. Elaboration of the format for presenting the project to the conference.

24. Discussion of the future project, its continuation.

25. Difficulties of the project and ways to solve them.

26. Presentation of work to the customer and discussion of the project.

27. Analysis of feedback from the customer/expert and making changes to the TOR.

28. Changes and additions to the project, taking into account comments and suggestions.

29. Preparation for the public defense of the project

Criteria for assessing the oral survey (interview)

The grade "excellent" is given to the student if the student is oriented in the theoretical material; has an idea of the main approaches to the material presented; knows the definitions of the main theoretical concepts of the topic being presented, knows how to apply theoretical information to analyze practical material, basically demonstrates a willingness to apply theoretical knowledge in practice and mastering most of the indicators of formed competencies.

The grade "good" is given to the student if the student is oriented in the theoretical material; has an idea about the main approaches to the material presented,

but finds it difficult to answer some questions; knows the definitions of the main theoretical concepts of the topic being presented, but does not fully reflect the essence of the problem under consideration, basically knows how to apply theoretical information to analyze practical material, basically demonstrates a willingness to apply theoretical knowledge in practice and mastering most of the indicators of formed competencies.

The grade "satisfactory" is given to the student if insufficient knowledge of the theoretical material, the basic concepts of the topic being presented is shown, not always with the correct and necessary use of special terms, concepts and categories; the analysis of the practical material was fuzzy.

An "unsatisfactory" grade is given in cases where the conditions for a "satisfactory" grade are not met.

Examples of case problemsin the discipline "Introduction to project activities"
formation of competence (UK-2)

Task number 1. Read the guidelines for choosing a project topic. Choosing a topic is not difficult if you know exactly what interests you at the moment, what problem worries you more than others. Try asking yourself the following questions: 1. What interests me the most?
2. What do I want to do first.
3. What do I do most often in my free time?
4. What did you want to learn more about at school?
5.. Is there anything I am particularly proud of?

Task number 2. Complete the MY ROAD TO RESEARCH template1.
ANALYZE YOUR KNOWLEDGE IN THE AVAILABLE DISCIPLINES
2. I AM MOST INTERESTED IN SUBJECTS AND DIRECTIONS
3. I CAN GIVE MY RESEARCH INTO THE WAY
4.TEACHERS ADVISE ME
5. THE MANAGER OFFERED ME
6. PARENTS EXPRESSED THEIR OPINION

My next steps **My doubts and thoughts**

Task number 3. Fill out the project passport template
Project Passport Template Project Timeline
Project participants (age)
Project type

by dominant activity
by subject area
by number of participants
by duration
by the nature of project coordination
Objective of the project
Project objectives
Expected results and end product of the project
Project presentation form
Equipment and training facilities required for the project

Task number 4. List the results of your project
After reading them, offer your options?
External products of project activities

Website - Website,
Analysis of sociological survey data
Atlas
Business plan - plan
video film
Video clip
Electronic newspaper
Electronic journal
Bill-
Map
Collection
Design
Model
Musical work - composition:
multimedia product
Forecasts
Publication

series of illustrations,
Story
Directory
Dictionary
Benchmarking
Article
Scenario
Virtual tour
Collection of essays-
Travel diary
Costume
Exhibition
The game
Photo album
Recommendation package
Letter
Forecast

Internal products of project activities.

- Verbal-linguistic.
- Logical and mathematical.
- Visual-spatial.
- Naturalistic.
- Motor-motor.
- Interpersonal.
- Intrapersonal.
- Musical-rhythmic.

Algorithm of work on case technology - method of situational analysis:

1. Students are offered a case (real, fictional)

it must be problematic, having precedents,

should allow for alternative solutions.

2. Selection of information from the case, independent search for information:

students learn to independently extract information, process it, analyze it.

3. The position of the student on the problem situation is revealed.

4. Collective discussion of solutions, results are compared, innovative ideas and approaches are discussed.

Evaluation of the speaker(s):

1. Competent speech - 3 points.

2. Capacity, conciseness, full disclosure of the topic, problem solving - 3 points.

3. Quality of answers to additional questions - 3 points

4. Evidence base - 3 points

Maximum points - 12

12 points - score 5

9-11 points - score 4

6-8 points - score 3

Assessment of applications (presentations, drawings, booklets, etc.)

1. Quality of work performance (correspondence of the work to the main features of the problem under study, compliance with the topic) - 5 points

2. Full reflection in the application of the problem under study - 5 points

3. The design of the work should not interfere with the perception of the problem - 3 points

Maximum points - 13

13 points - score 5

10-12 points - score 4

7-9 points - score 3

Evaluation of the work of the group:

1. Significant additions to the speech - 3 points

2. Individual work in a group, individual tasks - 5 points

3. Participation in the discussion of the problem - 4 points

Maximum points - 12

12 points - score 5

9-11 points - score 4

6-8 points - score 3

These criteria can be proposed to an expert group assembled from among the students of the same group. In this case, the incentive to work among students is manifested to a much greater extent, because their work will be evaluated not by the teacher, but by a classmate.

With a written argumentation of the answer to the questions of the case, it is considered satisfactory if:

- most of the problems in the case were formulated and analyzed;
- own conclusions were made based on the information about the case, which differ from the conclusions of other students;
- solving situations in terms of meaning and content meet the requirements.