



# Project Cycle Management – from Theory to Practice

(Resource ID: 303)

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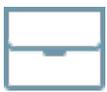
This teaching resource is allocated to following University:

**UET – European University of Tirana**

Institution:

**European Univeristy of Tirana**

<http://www.sustainicum.at/en/modules/view/303.Project-Cycle-Management-from-Theory-to-Practice>



**Group work**



**5 to 10 students**



**up to 1 semester**



**English, Shqip**

Please note: module with excess length – more than 7 lecture units required!



The subject 'Project Writing and Management' will be organized based on a 'Case Study Teaching' method. By doing so, real-life challenges and experiences will be provided to students as an exercise, so that students will practice their theoretical skills gained during the course. The case study (Project) will be selected among existing projects in the country (preferably EU funded projects considering their complexity and challenges they present). Stakeholders will be invited by the professor and they themselves will present the case study (the project they represent) in front of

students.

The purpose of this Teaching Resource is not about teaching, it is about students learning. Until now the teaching process has provided a clear teacher-focused learning method, even though several times, in a non-structural way I have tried to introduce innovative teaching tools such as role play, etc. Using the Case Study Teaching method within the subject 'Project Writing and Management' the professor tries to avoid the traditional way of student learning which is accompanied with minimal engagement, but the professor wants to implement a student-focused innovative teaching method instead, where students are involved in a meaningful manner during the course, together with a regional stakeholder from the society field.

Especially in a subject such as 'Project Writing and Management', student engagement in practical work is a must, as a way for them to comprehend the content of the subject and to learn how to link and implement such skills in real life examples.

*The professor* of the subject put in a lot of effort when selecting the case study that will be presented to students. The professor in such cases has a crucial role in selecting the appropriate case study as well as in the preparation of creative and thoughtful questions for students.

Firstly, *the case study* needs to be suitable and related to the students' knowledge and capacity so that they demonstrate empathy with the case study. The case study will be a discussion-based learning among students, the professor and the stakeholder in topics selected from the syllabus and linked with real life examples. Topics of teaching classes will be illustrated through the project based case study. Exercises will be provided. In this way students have the opportunity to learn new values and aspects of real and complex life examples.

Secondly, *the stakeholder* who represents the case study must show readiness and be available to participate during the whole process, which includes explanations of the project, sharing of information and best practices and identification of challenges faced during the life span of the project. The stakeholder must agree to have students in the premises where the project takes place and demonstrate real examples of the project outcomes. The stakeholder should consider the topics of the syllabus and link its practical work with the requirements of the subject.

It is important to mention that the case study chosen must be linked to/focused on sustainable development. The selection of the case study is

the responsibility of the lecturer. Moreover, a study visit is planned to take place at the premises of the stakeholder, where the project is being implemented. This is not obligatory, it depends on the availability of the stakeholder as well as the type of the project selected as the case study.

The project lasts 5 weeks.

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## Teaching Tools & Methods



Mini-project



Video

## Integration of Social Stakeholders

Usually the Case Study Teaching method does not involve societal stakeholders. However, for this teaching resource the inclusion of the societal actors is crucial and it does call for the attention of the professor when selecting the appropriate stakeholder to represent the case study for students.

Societal stakeholders represent a project supported (preferable) by the European Commission and implemented by Albanian partners. The stakeholder must be available to:

- get to know the syllabus of the subject and adapt its 'story telling' to students according to topics included in the programme;
- agree to share information and be responsible to the issue of confidentiality;
- be committed and eager to share the best practices and address the challenges in the form of exercises for students;
- offer the opportunity for students to visit the project progress in the premises it is being implemented;

## Strength

- Case study teaching is a suitable method for science-society collaborations as it 'deals with real-world problems' (CONSUS: Teaching Methods Handbook, 2015, p.87) which help students to better understand and remember the theory
- Students experience real life situations which are not isolated in the example provided as the case study but that can be used and generalized in the upcoming new 'situations in the professional life' (CONSUS: Teaching

Methods Handbook, 2015, p.87).

- Students can apply their theoretical and methodological knowledge in practice
- The professor is engaged in negotiation and the new methodological approach of teaching involving societal actors as part of the curricula
- The societal actor is eager to learn new approaches and solutions from fresh and unbiased individuals which must improve the decision making or implementation process.

## Weakness

The weaknesses of this teaching method used within the context of this subject may be faced as follows:

- the stakeholders does not know the syllabus of the subject and he does not adapt its 'story telling' to students according to topics included in the programme
- due to issues of confidentiality, the stakeholders do not agree to share information which might be relevant for students to understand the case study
- students do not understand the case study dynamics and complexity due to limited theoretical skills.

## Learning Outcomes

- Students learn to apply theoretical knowledge to real world problems.
- 'Students learn to work in teams and to commonly negotiate and discuss case decisions' (CONSUS: Teaching Methods Handbook, 2015, p.87).
- Case study teaching fosters 'students' leadership capacities'(CONSUS: Teaching Methods Handbook, 2015, p.87).
- Students learn to address their knowledge to a third party which stands outside the auditorium

## Relevance for Sustainability

Students need to acquire competences that enable them to deal with today's complex sustainability challenges in case study teaching students have the possibility to apply their theoretical knowledge and methodological skills by experiencing situations where they need to find solutions.

The case study chosen must be linked to/focused on sustainable development. The selection of the case study is the responsibility of the lecturer

## Related Teaching Resources

No specific previous knowledge / related resources required

## Preparation Efforts

Medium

## Preparation Efforts Description

The professor put in a lot of effort when selecting the case study that will be presented to students. Firstly, it needs to be suitable and related to the students' knowledge and capacity so that they demonstrate empathy with the case study. Secondly, the stakeholder which represents the case study must show readiness and be available to participate during the whole process, which includes explanations of the project, sharing of information and best practices and identification of challenges faced during the life span of the project. The stakeholder must agree to have students in the premises where the project take place and demonstrate real examples of the project outcomes. The professor in such cases has a crucial role in selecting the appropriate case study as well as in the preparation of creative and thoughtful questions for students.

## Access

Free

## Assessment

The project submitted by students using this teaching method is assessed with 100% of the total grade.

## Credit/Certification Description

NA

## Sources and Links

[https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403\\_en\\_2.pdf](https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf)

[http://www.sle-berlin.de/files/sletraining/PCM\\_Train\\_Handbook\\_EN-March2002.pdf](http://www.sle-berlin.de/files/sletraining/PCM_Train_Handbook_EN-March2002.pdf)

<http://www.inclusive-development.org/cbmtools/part2/case.htm>

<http://www.pcm.com/n/Project-Management-Case-Study/msc-374>

## **Funded by**

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