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Case Liceo Sorolla School: And the students... where are they?

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There is a teacher's manual intended as a pedagogical complement.
It is available to teachers who use this document as teaching material.
editorial@esic.edu



June, 2022

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Josefina Novejarque Civera (coordinator), Mabel Pisá Bó and Vanessa Roger Monzó

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*Original case by teachers **Josefina Novejarque Civera, Mabel Pisá Bó and Vanessa Roger Monzó** under the supervision of **Carlos Llorente**, developed as a basis for class discussion and not as an illustrative example of effective or ineffective management of an administrative situation. The data used in this case are based on public information obtained through the school's website, other sources of information and supplemented with data obtained in personal interviews. The characters and situations expressed are fictitious, except for public statements.*

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Carlos Llorente, Marketing Director of the Liceo Sorolla School, reflects on the evolution of this educational institution located in Pozuelo de Alarcón. His grandfather, Ángel Llorente, founded the school more than 50 years ago, based on a differentiating educational proposal. Currently, the school is run by César Llorente, Carlos' father. His main objective is to design strategies that allow them to position themselves in the market.

In his reflections, Carlos identifies the school's efforts and progress both in its professionalization process and in the evolution of the marketing department. Precisely, with the creation of this department, it has been possible to solve one of the main problems that has occurred globally: the downward trend in the number of students in public schools in the Community of Madrid in recent years.

Carlos knows that the days when the school had long waiting lists are but a memory. Today, market conditions, pupil profiles, needs and parents' expectations have changed. Moreover, educational innovation is present in all the strategic plans of schools... Today, innovation is more complex and difficult. What are the next steps for Liceo Sorolla?

1. Uncontext-different

1.1. The obsolescence of education models and current demands

The traditional school system based on lectures in which the teacher transmits knowledge to a passive learner is outdated. Teaching-learning processes in education must adapt to the demands of a constantly changing society.

An education system is needed in which students are able to establish relationships between different concepts and knowledge, develop critical thinking, work in teams and discover, through experience, that there are multiple options for solving complex problems. In addition, it is important to encourage the generalization of collaborative work as a teaching methodology, since it has been shown that the social and interactive component of teamwork favour a creative and participatory education.

The challenge of education lies in the search for student autonomy, making them the protagonists of learning. For this reason, the aim is to develop the teaching actions necessary to provide students with the tools, competences and aptitudes necessary to access, with guarantees of success, an increasingly competitive and digitalized labour market.

1.2. Schools and their responsibility for skills development

The digital transformation entails the creation of new jobs, where students must acquire the necessary skills to access a changing, complex and competitive labour market. In this sense, it is necessary for the current education system to adapt to present needs and anticipate future demands.

Faced with this situation, the responsibility of educational institutions is to encourage students to be able to expand on purely theoretical concepts in order to be able to relate them to professional practice. For this reason, schools should expand their action plan in the area of developing those skills that will enable students to develop in the future in a competitive, global and demanding labour market, providing the necessary tools so that students can experience and create original and competitive value propositions.

The digital transformation is presented as a disruptive phenomenon and technological unemployment is configured as the main problem of the future. The effects of digitalization represent a change of enormous magnitude that society must be prepared to manage.

1.3. The role of technology in education

ICT (Information and Communication Technologies) are an instrument present in most educational institutions, generating positive synergies in communication, collaborative work, information processing, didactic methodology, management