

A sketch of reality:

The multigrade classroom

in context of the Reform

of Basic Education

and paintings in their

steps fractals

*A sketch of reality: The multigrade classroom in context
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PREFACE

The art organizes everything by parts. The authors of this work are implacable authors of some dawns, evenings and nightfalls that bring a fresh change to the Homo Sapiens at any place of the planet. Their valleys, volcanoes, atmospheres, are not only theirs, they are of all of us. They are of the whole world. They will be of the future world. The future generations will enjoy their discoveries, of what today they copy from the nature that surrounds us. The landscape, suddenly becomes difficult to rescue but with the knowledge and dexterity characteristic of the authors of this beautiful book, one proves that, in all the five continents, new aesthetics and semiology transformations, are generated.

A sketch of reality: The multigrade classroom in context of the Reform of Basic Education and paintings in their steps fractals demands an imagination effort. The authors go developing dimensions with colors and give organic forms arranged to them while they paint. They recognize that the essence of life, increases, it transform and changes in the synergetic objects that they paint in the solid, liquid and gaseous states. They allow in their representations that those parts are logically adequate, so that there is harmony in their painting. The parts that they organize, require a structural setting that is adapted to the variations of functional requests and allows to give extension and relation to the organic structures that the authors paint in the pattern, continuity that they search and study in the nature.

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DEDICATION

To family.

To my brothers, my sister, friends, grand- fathers (Roberto Arturo Vasquez Pereira, Victor Ceron Martinez Madrigal), grandmothers (Laura Escobar Henao, Francisca Rosa Vasquez Perez), great-great-grand-fathers, great-great-grandmothers, relatives, family, humanity, cosmos. To Dr. Fabio Vasquez Escobar. To the Most Excellent Bishop Gerardo Martinez Madrigal. To the Most Excellent Bishop Guillermo Escobar Velez. To the Excellent Ambassador Raul Vasquez Velez.

To Marco Tulio Duque's School, Conrado Gonzalez Institute, IDEM Fray Julio Tobon Betancur, Colombian Polytechnic, National University, Autonomous Latin-American University, SEP, University of Antioch, Bolivian Pontifical University, UNAM, UAG, UNISARC, Sao Paulo University, Free University, Pedagogical Institute of Higher Studies of Jalisco .

University EAFIT, University of Sydney, University of Helsinki, University of Tampere, University of Cape Town, TEC; University of Guadalajara, UCLA, MIT, University of Houston, Harvard University, Yale University, Oxford University, Linguaphone Institute, Cambridge University, Scranton University, UNESCO, DOMETAL, RIOTEX, COLTEPUNTO, Company of Packings S.A., Technological Institute. Pascual Bravo., Modern Institute of Education, ASSTI, ESAP, Colombian Polytechnic Jaime Isaza Cadavid, Montessori School, SENA, University de San Buenaventura, International Center of Cambridge, The St. Lukas Academy, Bamberg University, Pekin Normal University, Who's Who in the World, American Biographical Institute, The Marquis Publications, Editorial Papiro, Colombian Polymers, VIAMACOL, Rotary International, Biographical

Institute of United States of America, Superior Academy of Technical Industrial Services, National Service of Learning, Reforestation Company La Floresta, Casa de Reyes, Engineering School of Antioch, The Southern African Comparative and History of Education Society, University of Paris, Hospital El Carmen de Viboral, Beijing Normal University, Tokyo University, Waseda University. University of Guadalajara, University of Baja California.

To the schools, institutions and universities of the five continents that offered me the opportunity to recreate, relearn, reinvent, rethink and study.

And to the whole last, present and future humanity that consecrates the cultivation of the right values, the positive visions, and life, is a great company, the post modernity, the fractality, the harmony of the societies and universal cosmos.

GRATEFULNESS AND RECOGNITIONS

To the whole last and present humanity
and their universal cosmos.

Recognition also to the Dr. Ricardo Villanueva Lomeli, Rector General, U. de G.; Dr. Jorge Tellez Lopez Rector CUC, U. de G.; to Dr. José Luis Cornejo Ortega, U. de G.; to Bachelor Raul Padilla Lopez, U. de G.; Dr. Raul E. Tamayo Gaviria; Professor Vagn Lundsgaard Hansen; Professor Ching-Lin Hu; Professor Byung-Jin Lee; Professor Erwin H. Epstein; Professor Shin'ichi Suzuki; Dr. David Turner, Dr. Marco Aurelio Navarro Leal; Dr. Victor Manuel Gonzalez Romero, U. de G.; MRS. Guadalupe Gonzalez de Turner, M.C. Jesus Cabral, U. de G.; Dr. Francisco Flores Cuevas, U. de G.; U. A. C. M.; Bachelor Arturo Fernandez, U. de G.; Dr Alfredo Cesar Dachary, U. de G.; Dr Stella Arnaiz, U. de G.; to MRS. Barbara Bush, to Dr. Fabio Vasquez E., to Dr Humberto Martinez V, to Dr. Guillermo Esquivias L, for their observations and comments.

INTRODUCTORY COMMENT

Abstract

The Mexican educational reform is based on transformations towards the conception of a new world, as a result of technological advances and new knowledge communities, where the parameters are established mainly by various international organizations, and where countries implement, evaluate, integrate and describe the necessary conditions for education. The multigrade classroom and the elements that are developed in it are conceptualized. The critical pedagogy of Gramsci and Freire should be part of the teaching preparation.

Keywords: multigrade classroom, educational reform, critical pedagogy

Introduction

Mexico as a country is reforming its basic education system. This reform includes, among many other things, a new educational approach based on competencies and the specification of the entire curriculum at the basic level. Basic education consists of four phases: the first phase includes the preschool level, the second phase covers grades 1 to 3 of primary education, the third phase covers grades 4 to 6 of primary education, and the fourth phase includes grades 7 to 9 of secondary education lower level.

This reform arises from several studies and research of various international organizations such as: the World Bank (WB), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), the Inter-American Development Bank (IDB) and the Economic Commission for Latin America (ECLAC), which made recommendations for educational improvement, as a means to secure a good quality of life, ensuring the development of rounded individuals, with the necessary skills to face the challenges of life and contribute to national and global development.

To achieve this it is essential to adapt Comprehensive

Basic Education Reform to the educational context of Mexico. Therefore, this text analyzes and reflects on the multigrade classroom, in the context of the Comprehensive Basic Education Reform, as a sketch of a Mexican educational reality.

The quality indicators of basic education have identified serious problems of effectiveness in the majority of Latin American education systems. The fact that education is of poor quality deserves immediate attention from governments, as it has consequences for many activities, especially as economic growth and democracy need people with better training. However, many attempts to improve basic education have not been successful (Mora, 2009).

Conceptualization

Conceptualizing the “multigrade classroom is the starting point for analysis. In Mexico, where the distribution of wealth is uneven and there are still large economic and social gaps” (Branko, 2017, p.2), multigrade classrooms are most common in rural communities.

According to Santos (2011, p.5), the multigrade classroom is a group of children of different ages and grades who share, not only the classroom, but also the didactic situation and, therefore, the knowledge that circulates there.

In the multigrade classroom, the teacher works at different levels of basic education. Primary education may be unitary, where a teacher attends to all grades, either alone or in a team with up to three other teachers. This depends on the number of teachers working in the institution, which is classified as incomplete in the Mexican education system.

This implies that in the multigrade classrooms students of different ages coexist, with very varied educational needs. The role of the teacher is fundamental in the work of the classroom work, and the construction of knowledge in current plans and programs.

that: Ezpeleta (1997; cited by Santos, 2011, p.4) explains

“The multigrade classroom, rather than a response and a pedagogical strategy, was the result of an administrative operation that, in order to provide the service, found the solution of reducing staff in accordance with the number of students. Teaching, curricular content and administrative obligations were subject to the regulations of another school setting, the urban one, with one teacher per grade”.

Ezpeleta (1997; cited by Santos, 2011, p.4) points out that the multigrade classroom is an administrative measure, which saves resources. At the same time it implies an adaptation of conventional work in the classroom. The teacher teaches a level of understanding with some attempt to meet the development needs of students according to their age.

In this context, where students of different ages learn alongside each other, the classic educational formats are inadequate for the reality of multigrade teaching. This is where the current Mexican education reform will play a crucial role.

The Reform of Basic Education

This reform has its antecedents from the beginning of 1993, when education focused on the learning of the student, favouring social practices. In 2004 the preschool curriculum introduced a competency approach. This continued in 2006 in secondary school and finally reached the primary school in 2009. The result was a consistent content across basic education.

The objective of the reform is to promote the development of competences for life, achievement of the graduation profile, and the establishment of curricular standards for teaching and management performance (SEP-DGIE, 2003, p.4).

But whether this objective should be dictated by the

government, the citizens, the students, the teachers, the parents, or the unions is not simple. It can only be resolved by taking up critical pedagogy, especially Gramsci's views on hegemony and culture (Broccoli, 1979, p.3).

Globalization itself, a new knowledge society and the various international organizations with economic and political power have set the standards for the conception of the world. "Hence it is not possible to isolate the philosophy of politics, demonstrating that choice and criticism of a worldview is also a political fact" (Gramsci, 1984, cited by Suarez, 2012, p.6).

The current Mexican reform is based on this transformation towards the conception of a new world, as a result of technological advances and new knowledge communities, where the parameters are established mainly by various international organizations, and member countries evaluate, implement and describe the necessary conditions for what should happen in the educational field. The starting point is often a comparison of developed countries with developing countries.

While it is true that the reform is designed to meet the goals set by international pressure, especially the World Declaration on Education for All made in Jomtien in 1990, where the Millennium Development Goals were formulated, including teaching universal primary education and gender equality in access to education, a rethinking of education in Mexico was already necessary, taking into account that:

"If every state tends to create and maintain a certain type of civilization and citizenship (and therefore coexistence and individual relations), it tends to make certain customs and attitudes disappear and spread others; the law will be the instrument for this purpose (next to the school and other institutions and activities) and should be developed so that it is in accordance with the end, as well as having the maximum efficacy and efficiency for positive results" (Gramsci, 2019, p .119).

This educational task of the Mexican state underpins the

Comprehensive Reform of Basic Education, where the various actors must interpret its proper application. Teachers are among the main actors, and will have to break with traditional ways to teach, and introduce a pedagogical model based on competencies.

The teachers' reaction to this reform has not been entirely positive, not because its educational contribution is rejected, but because it is often imposed by government, before it is analyzed and accepted, as the government is convinced that it is appropriate for the Mexican context, and not merely a pedagogical fashion.

The most important thing about this reform is the articulation and difficulty of the content, which can support work in the multigrade classroom.

Recommendations for the work of the multigrade classroom in the Integral Reform of Basic Education

Being a multigrade teacher is a great challenge, as well as an opportunity for professional enrichment. Teaching creativity is put to the test and there is a need for continuous innovation in educational practice.

Since the multigrade classroom involves a complex movement of knowledge, the teacher must plan his or her work, adapting it to the context. Since students will generally navigate between the knowledge of a grade lower or higher than their own, content organization is crucial.

“In the multigrade classroom, the organization of the content is the foundation of didactics, as it is from this element that the rest is triggered (times, spaces, resources, class organization, interactive relationships, evaluation), according to the degree of complexity involved in the simultaneous work of several grades integrated in the same group” (Santos, 2011, p.4).

Paraphrasing Santos (2011, p.3), planning in the

multigrade classroom should contain at least the following elements, which can be understood as a framework that will support teaching.

1.- **Variety of learning forms**, including mutual learning, in pairs or in groups, collaboration, tutorials and work modalities: whole group, fixed subgroups, rotating subgroups, work commissions, and individual work.

2.- **Interactive relationships**: communication and emotional ties, between teacher and student, and between the students themselves, to foster autonomy, trust and delegation of responsibilities that are fundamental an appropriate work environment.

3.- **Distribution of spaces and times**: this should be optimized, so that the expected learning can be achieved. The very nature of the mobilization of knowledge means that students may need more time to be involved and participate.

4.- **Curriculum materials or teaching resources**: the multigrade classroom has an important advantage in a rural context, with a rich diversity of flora and fauna, but where it has the great disadvantage of lacking access to information technologies.

5.- The **sequence of didactic activities**, for the achievement of the expected learning. This tool is fundamental to the achievement of the objectives, despite the diversification of contents in each grade.

6.- **The evaluation and development of relevant instruments**. This will allow constant monitoring of teaching-learning. The approach will mainly be formative and a wide variety of instruments can be used, including rubrics, checklist, and portfolios.

7.- **Organization of contents**. This is the main point of multigrade work, since it will be necessary to have clear the differentiation of contents for correct and efficient application in the classroom.

All these elements form an overview of what the teacher should consider in his or her work. For this

reason, it is considered necessary to recap critical pedagogy, which is seen as:

“But how to carry out this education? How to provide man with means to overcome his magical or naive attitudes towards his reality? How to help him create, if he was illiterate, the world of graphic signs? How to help him commit to his reality? This could only be achieved with an active, dialogic and participatory method” (Freire, 2017, p.101).

The multigrade teacher must carry that development of critical thinking in the blood, since various situations will require this analytical-critical competence if the goals of Mexican education are to be achieved, and traditional pedagogies, especially "banking education" (Freire, 2005, p.75) and the "simple" lecture class, are to be left behind. Professional practice will start from the consideration of the environment.

For Freire (cited by Hillert, 2008, p.6), “Evil is not really in the lecture class, in the explanation that the teacher gives. That is not what characterizes what I criticized as banking practice. There are lecture classes that really are not simple transfers of accumulated knowledge from the teacher to the students”.

In this sense, the multigrade teacher is responsible for ensuring that the learning of students is appropriate, and this will reduce the waiting time between activities. For this, it is recommended to apply multiple teaching strategies and methods in multigrade teaching, and not just the traditional lecture class.

Common Activities: “The key to multigrade work”

One of the strategies that has worked in the multigrade classroom, is described by the Ministry of Public Education:

“Attention in the multigrade classroom involves working on a common theme with specific activities and / or content for each cycle or grade. It is

intended to reduce waiting times, allow greater attention to students and deepen the topic, promote collaboration, mutual help and mentoring - older children support the youngest children - stimulate the sharing of knowledge acquired to support feedback on the topic and attend to the level of learning of the students by leaving specific activities for each cycle and / or grade” (SEP-DGIE, 2003, p.2).

Common activities imply a recovery of previous knowledge of the students of all grades and thus introduces them to the construction of the specific knowledge of their own grade, achieving the development of the expected competences. This generates a mobilization of knowledge, enriching the content and at the same time allowing multiple forms of interaction, which the teacher must use to support their practice.

Conclusion

Sadly, Mexico has implemented educational reform due to economic pressure from various international organizations and derived from globalization, rather than to meet its own development needs. Even so, it is helpful that the reform develops the contents of education, because they benefit the work of the multigrade classroom, even if they are not designed for this.

Through educational reform, the state should develop policies that favour equity, equality and inclusion. Multigrade schools can not achieve this, because of shortages of human and material resources. If organizations do not have an effective manager, the teacher will have to perform the administrative tasks, as well as attending to several grades educational needs. This type of school is denied the support and educational assistance required.

While it is true that multigrade schools require more

attention, the responsibility for their success rests with the teacher. The critical pedagogy of Gramsci and Freire should be part of the professional preparation of teachers. Teachers must prepare for the challenges of their daily practice, and this, as mentioned, requires creativity and innovation.

This educational should address the seven elements described by Santos (2011, p.3): the variety of forms of learning, interactive relationships, distribution of space and time, curricular materials and teaching resources, sequences of teaching activities, evaluation and the development of relevant measures of performance, and the organization of contents. In addition, the Ministry of Public Education recommends the incorporation of common activities at the beginning of each learning sequence.

There are no magic solutions in the multigrade classroom, any more than in any other type of education. The correct formula will be one where the actors-subjects in education are aware of their work and responsibility, and that the public policies that are derived from educational reforms make sense, following critical analysis. We must never lose sight of the fact that every policy is steeped in various interests, which may or may not suit the development of the country.

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Note: To page 24 to 68, the reader is left between the mentioned interpretation and paints for the reader to generate their own ideas and creative about. This is an exercise in creative writing and painting to generate new ideas.

OBSERVATION:

Rhochromatic process in electromagnetism pedagogy.

Discret Variable

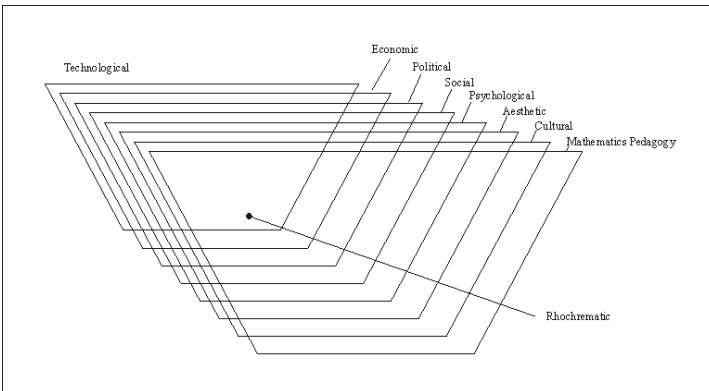
$$\sum_{b1}^{a1} x1 + \sum_{b2}^{a2} x2 + \dots + \sum_{bn}^{an} xn + \dots + \sum_{bk}^{ak} xk$$

Continuous Variable

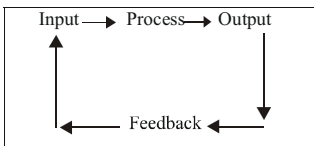
$$\int_{b1}^{a1} x1 + \int_{b2}^{a2} x2 + \dots + \int_{bn}^{an} xn + \dots + \int_{bk}^{ak} xk$$

Integrating the Rchometric process in electromagnetism pedagogy.

Integration System



Rchometric → The Process of Reprocess
Process System



$n_1 \dots n_2 \dots n_n \dots n_k$ with Discret Variable and Continuous Variable in the System



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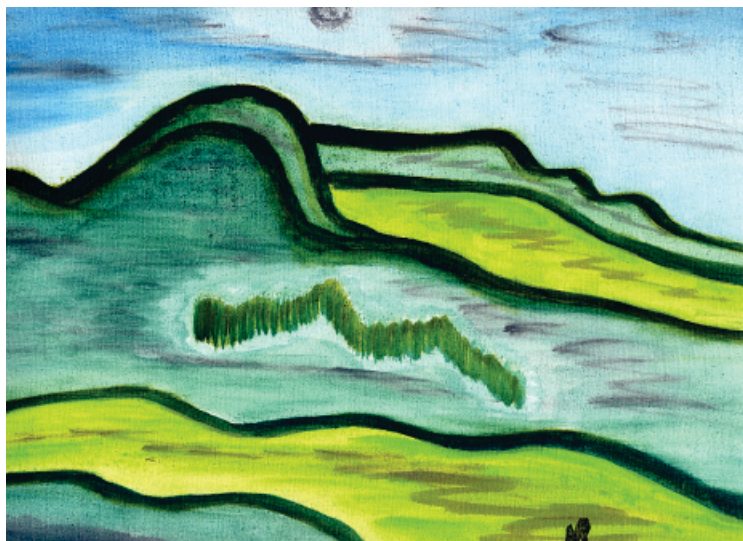
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Phase 1

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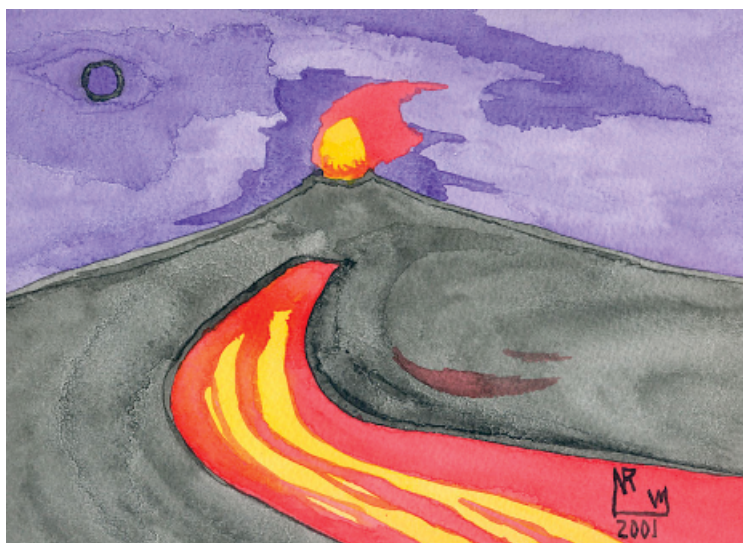
Phase 2

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Phase 3

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Phase 4

*A sketch of reality: The multigrade classroom
in context of the Reform of Basic Education
and paintings in their steps fractals*



Phase 5

*A sketch of reality: The multigrade classroom
in context of the Reform of Basic Education
and paintings in their steps fractals*



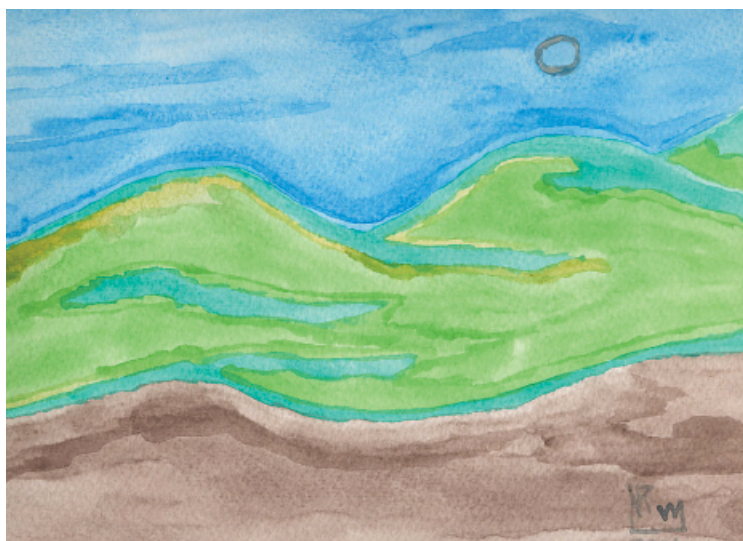
Phase 6

*A sketch of reality: The multigrade classroom
in context of the Reform of Basic Education
and paintings in their steps fractals*



Phase 7

*A sketch of reality: The multigrade classroom
in context of the Reform of Basic Education
and paintings in their steps fractals*



Phase 8

*A sketch of reality: The multigrade classroom
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and paintings in their steps fractals*



Phase 9

*A sketch of reality: The multigrade classroom
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and paintings in their steps fractals*



Phase 10

*A sketch of reality: The multigrade classroom
in context of the Reform of Basic Education
and paintings in their steps fractals*



Phase 11

*A sketch of reality: The multigrade classroom
in context of the Reform of Basic Education
and paintings in their steps fractals*



Phase 12

*A sketch of reality: The multigrade classroom
in context of the Reform of Basic Education
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Phase 13

*A sketch of reality: The multigrade classroom
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and paintings in their steps fractals*



Phase 14

*A sketch of reality: The multigrade classroom
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Phase 15

*A sketch of reality: The multigrade classroom
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Phase 16

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Phase 17

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Phase 18

*A sketch of reality: The multigrade classroom
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Phase 19

*A sketch of reality: The multigrade classroom
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Phase 20

*A sketch of reality: The multigrade classroom
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Phase 21

*A sketch of reality: The multigrade classroom
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Phase 22

*A sketch of reality: The multigrade classroom
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and paintings in their steps fractals*



Phase 23

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Engineering, Painter, Artist, Consultant, Advisory. He was born in Marinilla, Antioch, Colombia, May 221957: Naturalized Mexican December 111997: (Letter of Naturalization Not. 164/97). Graduate in Industrial Technological Sciences in the Colombian Polytechnic Institute Jaime Isaza Cadavid, 1980, Graduate in Industrial Technological Sciences in The University San Buenaventura, Medellin, Colombia, 1981; Industrial engineering, SEP, Mexico, 1998. Graduate degree in Mathematics, Continental Institute, Scranton, Pennsylvania, United States. Graduate degree in the University of EAFIT (School of Administration and Finances and Technologies), Medellin, Colombia, 1983; Graduate degree human resources, SEP, Mexico, 1998, identification 2715050 SEP, Industrial Engineering; Identification 2731010 SEP, Master in Education; identification 2851267 SEP, Doctorate certificate Doctorate 2851267 SEP. Graduate degree in English in Linguaphone Institute, in London, England, 1984, Graduate degree in Systems, in Medellin, Colombia, 1985, Master in Sciences of the Education in the University of Antioch, Medellin, Colombia, 1985; Doctorate in Education in the UAG, Mexico, 1990: Graduate degree in Investigation, International Center Cambridge, England, 1995, Advisory in Administration, Production, Costs and Marketing in the Companies: Polymers and in Viamacol, in Bello, Antioch, Colombia 1982-1985; Researcher in the Department of Didactics of the UAG, 1988, Lecturer and Prof. Researcher in Methodology in the 5^o World Congress of Preventive Orthodontics, Sao Paulo University, Brazil, 1995, Lecturer and Prof. Researcher in methodology in the 9^o World Congress of Compared Education, University of Sydney, Australia, 1996; Professor Honoris Causes, in Methodology of the Research, Bamberg, Germany, 1998; Lecturer and Prof.

Researcher in methodology in The First Annual Conference of the Society of Compared Education of Asia, Waseda University, Japan, 1996; Registered in the «Who's Who in the World 1995-2003»; Advisory of the UNESCO 1985-1999; Lecturer and Prof. Researcher in methodology in the Sixth International Conference of Experiences of Learning, University of Tampere, Finland, 1998; Lecturer and Researcher Professor in Methodology, University of Cape Town, South Africa, 1998; Professor and Researcher in Methodology in Second Conference Yearly of the Society of Compared Education of Asia, Beijing, Normal Beijing University, China, 1998; Lecturer and Prof. University Researcher in Oxford, England, 1997; Lecturer and Prof. Researcher in Methodology in the 10^o World Congress of Compared Education, University of Cape Town, South Africa, 1998; Lecturer and University Researcher in Oxford, England, 1997; Lecturer and Researcher in the 49^o International Congress of Americanism, Quito, Ecuador, 1997. Professor and researcher in methodology in second conference yearly of the Society of compared education of Asia, Normal Beijing University, Beijing, China, 1998; Professor and researcher in methodology in 11th world congress of comparative education, Korea National in Cheongju, University of Education, Korea, 2001; Professor and researcher in methodology in the 4th comparative education Society of Asia biennial conference, Universitas Pendidikan Indonesia (UPI), Indonesia University of Education, Bandung, West Java, Indonesia, 2003; Professor and researcher in methodology in the Bulgarian Comparative Education Society (BCES) Annual International Conferences from the II BCES Conference 2003 through to the XIII BCES Conference 2015, Sofia, Bulgaria. Professor and researcher in methodology

in XIV World Congress of Comparative Education Societies (WCCES), Istanbul, Turquía, 2010. Professor and researcher in methodology in XV World Congress of Comparative Education Societies (WCCES), University of Buenos Aires, Buenos Aires, Argentina, 2013. Professor and Researcher in Methodology in World Education Fellowship, 44th International Conference, Korea, 2008. Professor and Researcher in Methodology in XIII World Congress of Comparative Education Societies (WCCES), Sarajevo, Bosnia-Herzegovina, 2007. Professor and Researcher in Methodology in 10th International Seminar of Mathematics Education on Creativity Development Korea Society of Mathematics Education (KSME), Seoul, Korea, 2005. Professor and Researcher in Methodology in 12th World Congress of Comparative Education Societies (WCCES), Havana, Cuba, 2004. Professor and Researcher in Methodology in International Conference, Making Educational Reform: Learning from the Asia Experience and Comparative Perspectives, Bangkok, Thailand, 2004. Professor and Researcher in Methodology in 42nd International Conference World Education fellowship, Gujarat Research Society, Khar, Mumbai, India, 2004. Professor and Researcher in Methodology in "Undécimo Encuentro Práctico de Profesores de Español como Lengua Extranjera, organizado por International House y Difusión", Barcelona, Spain, 2002. Professor and Researcher in Methodology in XXI CESE Conference (Comparative Education Society in Europe). The Danish University of Education. Copenhagen, Denmark, 2004. Professor and Researcher in Methodology in 10th International Congress on Mathematical Education, Copenhagen, Denmark, 2004. Professor and Researcher in Methodology in E-Learn-2005. World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Vancouver, BC,

Canadá. Professor and Researcher in Methodology in the First International Symposium of Mathematics and Its Connections to the Arts and Sciences. MACAS 1. The University of Education, Schwabisch Gmund, Germany, 2005. International Biography 1995- 1998»; 1989-1990; Prof. in Statistic, 1989-1990, United States of America, 1996- 1998; degree of nursing for Public Health, Registered in the «Dictionary of Grateful at world level among the five trumental nursing, 1989; Prof. of Education, in the Program of Graduate «Prof. of Biostatistic, 1989; Prof. of world for the Biographical Institute of Methodology of the Research, 1989- 1989-1990, Prof. in Methods of Research Prof. in Research of the Methodology, for Surgery, 1989-1990, Prof. in of Cambridge, England, 1995-1996-1998; Program of Graduate degree in nursing Professor from the UAG-MEXICO: thousand (5.000) personalities of the Investigator of the International Center Methodology of the Research in the the Program of Graduate degree in Ins-1990; Prof. of History and Philosophy in the Program of Graduate degree of Pediatric nursing, 1989-1990; Prof. in Methodology of the Research in the Program of Graduate degree of nursing of Intensive Care, 1989-1990; Prof. of Communication and Leadership in the Program of Master in Administration, 1990; Prof. of Organizational Behavior in the Program of Master in Administration, 1991; Prof. of Evaluation in Projects of Investment, 1991; Prof. of Administration of Production, 1991; Prof. Advisory of Thesis in the School of Electric Mechanical Engineering, 1988-1998; Prof. of Analysis of Markets and Research in the School of Business, 1993; Prof. in Methodology of the Research in the Program of Graduate degree in Endodontics, in the School of Dentistry, 1988-1994; Prof. in Biostatistics, 1988-1995; Prof. in the Seminar of Scientific

Research I, II and III, 1988- 1995; Prof. in Planning in the School of Electric and Industrial Mechanical Engineering, 1990; Prof. of Systems Engineering, 1989; Prof. of Introduction to The Engineering, 1989; Prof. Analysis and Design Administrative Systems, 1989; Prof. in Technical of Economic Evaluation, 1989; Prof. of Analysis and Design Productive Systems, 1989; Prof. of Administration of Production in the School of Administration, 1990-1991; Prof. in the Seminar of Investigation, 1990; Prof. in the degree Seminar, 1990; Prof. in Methodology in Social Sciences, in the School of Economy, 1989; Prof. in Library Researcher Seminar in the Institute of Humanities, 1989; Prof. in Research of Operations, in the School of Administration, 1991; Prof. in Methodology of the Pedagogic Research, in the School of Pedagogy, 1990; Prof. in Methods of Aids for the Community, 1989-1990; Prof. of Statistical in the Schools: of Economy, Accounting and of Administration, 1990; Prof. of Introduction to the Engineering and of Systems of Engineering in Computational Engineering School, 1988-1989; Prof. of Statistic in Technical Economic Evaluation, 1988-1989; Prof. in educational Organization in the School of Pedagogy, 1989; Prof. in Pedagogic Research, in the School of Pedagogy, 1996; Prof. of the Seminar in Research, in the School of Pedagogy, The pedagogy of the landscape painting with applications in the mathematics popularization 1996; Prof. Supervisor inmeasures and instruments of precision in Computational Engineering School, 1996; Prof. of Social Investigation, in the School of Communications, 1995-1997; Prof. of Analysis of Market in the School of Business, 1993; Prof. of Methodology of the Research in the School of Architecture, Design of Interiors and Landscape, 1996-1997; Computer science, 1996, Administration, 1997, International Careers, 1997; Accounting, 1997.

International finances, 1997, International Trade, 1997; International marketing, 1997; Prof. Models of Quality, 1996-1998; Prof. Methodology of the Research in Architecture, Industrial Design, Graphic Design, Interiors Design and landscape, 1996-1998; Prof. Social Research of the Communication, 1996-1998. Prof. In Educational Planning, 1989-1990; Prof. In Organizational Behavior, 1990; Prof. in Education and Evaluation of Projects, 1991; Prof. in Administration of the Production, 1990-1991; Prof. Creativity and Everyday Life 1990; Prof. Didactics of Mathematics, 1988-1990; Prof. Research of Analysis of Markets, 1993; Prof. Planning, 1990; Prof. In Engineering of Systems, 1988-1989; Prof. Introduction of Engineering, 1988-1989; Prof. Technical of Economic evaluation, 1988-1989; Prof. Analysis and Design of Administrative Systems, 1988-1989; Prof. Biostatistic, 1989-1990; Prof. Methods of Research, 1988-1998; Prof. History and Philosophy of the Education, 1989; Prof. Statistic 1989-1991; Prof. Seminar of Degree, 1990-1998; Prof. Design of Productive Systems, 1989; Prof. Seminars of Research, 1988-1998; Prof. Methods in Social Sciences, 1989; Prof. Seminar of Library Research, 1989; Prof. Research of Operations, 1990-2000; Prof. Introduction to the Pedagogic Research, 1990-1997; Prof. Aids Communications, 1989-1990; Prof. Educational organization, 1989; Prof. Social Research, 1995-1998; Prof. Models of Quality, 1995-1998; Prof. Educational administration, 1989-1990; Prof. Social Research, 1995-1998; Prof. Educational Research, 1996; Researcher DAPA-UAG, 1995-1999; Professor from the University of Guadalajara CUC: Prof. of Differential Equations 2006; Prof. Electromagnetism theory 2001-2006, Prof. Architecture History and Town Planning 2001-2006; Prof. Introduction

to experimental methodology 2001-2006; Prof. Thermodynamic phenomenon 2002-2006; Prof. Transit engineering 2002-2006; Prof. Soil Mechanis II 2004; Prof. Multivariable analysis 2005-2006; Prof. Colour Theory 2005-2006; Prof. Building 2004-2006; Prof. Town planning design 2006; Prof. Watercolour 2004-2006; Prof. Complex Variables 2005-2006; Prof. Distance Learning Theory and Practice 2006; Prof. Projects 2004; Prof. Mexican Architecture 2006; Prof. Technical drawing 2004; Prof. Chemistry 2003; Prof. Theory and Educative epistemology 2001-2004; Prof. Educative painting and creative rhochromatic 2001-2006; Prof. geometry 2004; Prof. Numerical analysis 2003-2005; Prof. diferencial calculus and integral calculus 2001-2004; Prof. Tenured Professor C (maxim category) 2004-2006; Prof. Sch. Telematic energy 2001-2006; Prof. sch. architecture 2001-2006; Prof. sch Civil engineering 2001-2006; Prof. Sch. education 2001-2006; Prof. net center, pereira 2000-2001; Prof. Research methods coltepunto, Rionegro, 1979; Prof. Research methods Riotex, Rionegro, 1979; Prof. research methods SENA, Medellín, 1981; Prof. research methods ASSTI, Medellín, 1980-1982; Prof. research Methods Pinturales, Medellín, 1981; Prof. research methods Fallo, M1981; Prof. research methods Viamacol, Medellín, 1982-1983; Prof. of introduction to experimental methodology, 2001-2003; Prof. of Soil Mechanics II, 2001-2002; Prof. of Evaluation of Projects, 2003; Prof. of Transit engineering, 2002-2003; Prof. of Thermodynamic Phenomenon, 2002; Prof. Differential Calculus and Integral Calculus, 2001-2002; Prof. of Electromagnetism Theory, 2002-2002; Prof. of Architecture History and Town Planning, 2001-2002; Prof. of Theory and Educative Epistemology, 2001-2002; Prof. of Research and Develop I, 2002; Prof. of Educative Painting and Creative Rhochromatics, 2001-2002; Prof. Advisory of Thesis in Postgraduate, 2001-2002;

Consultant in Administration, Costs, Numismatic, Production, Reengineering, Philately, LepidopteroLOGY, Rionegro, 1983-1996; Consultant in Epistemology, Rhochrematics, Guadalajara, 1983-1996; Consultant in investigator's fields in the National Service of Learning, Medellin, Colombia, 1981; in the Superior Academy of Industrial Technical Services, 1980-1996; in the Modern Institute of Education, 1982-1985; Advisory in the Center of Educational Research, University of Antioch 1983-1986. Adviser in Research in the University San Buenaventura, 1985-1987; Advisory of the UNESCO, 1983-1999; Advisory in Planning and Development, in the Company of Reforestation, The Floresta, Rionegro, Antioch, Colombia, 1980-1984; Advisory in Marketing and Administration in the Companies: Dometal, 1986, Riotex, 1979, Coltepunto, 1979, Company of Packings, CORP, 1982, in Medellin, Colombia. Advisory in Production and Costs in House of Kings, Furniture of Style and Decoration, 1980-1981, Medellin, Colombia. Assistant of Production in Dimadera, Design and Decoration, 1981-1984; Medellin, Colombia. Director in the CREAD, Technological Institute Pascual Bravo, Rionegro, Colombia, 1985-1986: Prof. of basic mathematics in the School of Mechanical and Electric Engineering, Colombia, 1985: Administrative adviser in the Modern Institute of Education, Medellin, Colombia 1984-1987; Prof. in Administrative Techniques in the School of Public Administration, ESAP; Medellin, Colombia, 1986: Prof. in General Accounting, ESAP, 1986, Prof. in Ecology in Civil Engineering, in the School of Engineering of Antioch, Colombia, 1987; Prof. in the Methodology of the Research in the School of Industrial Technology Jaime

Isaza Cadavid, Institute Colombian Polytechnic, Rionegro, 1986-1987; Prof. of Practical Industrial, Coordinator of Practical Industrial, Colombia, 1986-1987; Prof. of Methodology of the Research in the School of Civil Constructions 1987; Prof. of Practical in the Colegio Montessori, Medellin, Colombia, 1982. Author of: "Quality and Social Impact", 1986; "The Open Education", 1986; "Computers in Education: Their Teaching, Research and Languages" 1992; "Methodology of Incidence of Malocclusions in 3 to 5 year old Pre-School Children", 1994; "Methodology of Incidence of Cavities Related to the Bacterial Plaque in 3 to 5 year old Pre-School Children", 1994, "Methodology of Oral Habits in 3 to 5 year old Pre-School Children and its Consequences in Primary and Dentition", 1994; "Methodology of the of Baby Bottle Syndrome in 3 to 5 year old Pre-School patients", 1994; "Methodology of Predictive Analysis of Moyers Space in the Arches of Subjects during Mixed Dentition", 1991, among other works. He is also author of numerous Articles it has more than enough Research and Education in the areas of Methodology of the Research, Statistic, Quality, Prospective, Rhochrematics Planning Strategic, Costs, Educational Systems and the Mathematics Pedagogy. Individual exhibitor of paintings in oil and watercolor, among those that are included: "Other Parts of the Universe", New York, United States, 1995; "Mountains and tree", Phoenix, Arizona, United States, 1994; "Hoist", Boston, Massachusetts, United States, 1990; "Canyon", Salt Lake City, Utah, United States, 1989; "ThreeMountains", Seattle, Washington, United States, 1993; "Lake and Mountains", Sidney, Australia, 1994; "Mountains and Cypressess"; Copenhagen, Denmark, 1994; "Beach", Long Beach, California, United States, 1995; "Volcano", Purace, Cauca, Colombia, 1990; "Peninsula", Honolulu, Hawai, United

States, 1994; "Cypress", Cambridge, England, 1992; "Shadow of the tree", Sao Paulo, Brazil, 1995; "Moon and Venus", Guadalajara, Jalisco, Mexico; "Eucalyptus", Sydney, Australia, 1990; "Five Trees", Johannesburg, South Africa, 1992; "Two Trees", Tokyo, Japan, 1988; "Hudson River", New York, United States, 1991; "Many Pine Trees", Augusta, Maine, United States, 1991; "Several Trees", Washington, D.C., United States 1992; "Several Mountains", Denver, Colorado, United States, 1988; "To Start the Day with the Sun", Charlottesville, North Carolina, United States, 1990; "Volcano and Peak", Purace, Cauca, Colombia, 1990; "The Beginning of the Day with Cypressess", Spokane, Washington, United States, 1989; "Mountains with clouds", Cheyenne, Wyoming, USA, 1988 "To Happen in the late Afternoon in the Beach" Miami, Florida, United States, 1989; "Part of the universe", Boston, Massachusetts, United States, 1989; "Lake and Trees", Duluth, Minnesota, United States, 1989; "To Start the Day with Trees", Scranton, Pennsylvania, United States, 1988; "Five Mountains", Knoxville, United States, 1988; "Volcano and Clouds", Purace, Cauca, Colombia, 1994; "Mountains and Clouds", Lincoln, Nebraska, United States, 1994; "The Beginning of the Day and Clouds", Birmingham, Alabama, United States, 1993; "Three Pine Trees", Rochester, New York, United States, 1992; "The Desert", Tucson, Arizona, United States, 1990; "Volcano and Mountain", Purace, Cauca, Colombia, 1991; "To Start the Day and, Trees", Hartford, Connecticut, United States, 1988; "Desert and Clouds", Tucson, Arizona, United States, 1988; "Moon and Cypressess", Guadalajara, Jalisco, Mexico, 1989; "To Start the Day and Clouds" Miami, Florida, United States, 1988; "Lake and Moon", Chapala, Jalisco, Mexico, 1990; "Mountains and Lake", Denver, Colorado,

United States, 1995; "Volcano and Brimstone", Purace, Cauca, Colombia, 1991; "To Happen in the late afternoon and Sea", West Palm Reach, Florida, United States, 1994; "Volcano and Clouds", Purace, Cauca, Colombia, 1992; "Lake, Moon and Trees", Chapala, Jalisco, Mexico, 1993; "Mountain and Gases", Tacoma, Washington, United States, 1993; "Volcano and Gases", Purace, Cauca, Colombia, 1994; "Desert and Shadow", Tucson, Arizona, USA, 1995, "Desert and Gases", Tucson, Arizona, USA, 1991, "Volcano and Trees", Purace, Cauca, Colombia, 1990, "Everest mount", Nepal, 1988; "Pine Trees, Lake and Mountains", Denver, Colorado, United States, 1989; "Mountains and Moon", Guadalajara, Jalisco, Mexico, 1989; "To happen in the Late Afternoon and Sea", St. Petersburg, Florida, United States, 1995; "Desert and Heat", Tucson, Arizona, United States, 1991; "Lake, Moon and Clouds", Chapala, Jalisco, Mexico, 1988; "The Beginning the Day, Gases and Trees", New York, United States, 1992; "The Beginning of the Day, Clouds and Trees", New York, United States, 1989; "Lake and Vegetables", Denver, Colorado, United States, 1988; "Sea and Mountains", Vancouver, Canada, 1989; "Sea and Gases", Eureka, California, United States, 1990; "Shadows and Desert", Tucson, Arizona, United States, 1993; "To Start the Day and thunderstorm clouds", New Haven, Connecticut, United States, 1992; "Lake, Thunderstorm and clouds and Moon" Chapala, Jalisco, Mexico, 1994; "To Happen in the Late Afternoon and Beach", Galveston, Texas, United States, 1991; "Mount Everest", Nepal, 1998; "Pines, Lake and Mountains", Denver, Colorado, United States, 1989; "Mountains and Moon", Guadalajara, Jalisco, Mexico, 1989; "To Happen in the Late Afternoon and Sea", St. Petersburg, Florida, United States, 1995; "Deserted Heat", Tucson, Arizona, United States, 1991; "Lake, Moon and Clouds", Chapala, Jalisco, Mexico,

1988; "To Start the Day, Gases and Trees", New York, United States, 1992; "The Beginning of the Day, Clouds and Trees", New York, United States, 1989; "Lakes and Vegetables", Denver, Colorado, United States, 1988; "Sea and Mountains", Vancouver, Canada, 1989; "Sea and Gases", Eureka, California, United States, 1990; "Shadows and Desert", Tucson, Arizona, United States, 1993; "To Start the Day and thunderstorm Clouds", New Haven, Connecticut, United States, 1992; "Lake, thunderstorm and clouds and Moon", Chapala, Jalisco, Mexico, 1994; "To Happen in the Late Afternoon and Beach", Galveston, Texas, United States, 1991, among others. Author:

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