

**THE REORGANISATION
OF THE CURRICULUM IN
EDUCATIONAL CYCLES IN
CODEMA COLLEGE:
A POSITIVE STEP
AND PAINTINGS IN THEIR
STEPS FRACTALS**

THE REORGANISATION OF THE CURRICULUM IN EDUCATIONAL
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Claudio-Rafael Vásquez-Martínez

PROFESSOR UNIVERSITY OF GUADALAJARA.

Felipe-Anastacio González-González

PROFESSOR AUTONOMOUS UNIVERSITY OF TAMAULIPAS

María-Inés Alvarez-Burgos

PROFESSOR UNIVERSIDAD SANTO TOMAS

Irma-Carolina González-Sanchez,

PROFESSOR AUTONOMOUS UNIVERSITY OF TAMAULIPAS

Erik-Moises Betancourt-Nuñez,

PROFESSOR AUTONOMOUS UNIVERSITY OF TAMAULIPAS

Sergio-Esteban Rodríguez-Ramírez

PROFESSOR AUTONOMOUS UNIVERSITY OF TAMAULIPAS

Dulce-Maria Cisneros-Martinez,

PROFESSOR AUTONOMOUS UNIVERSITY OF TAMAULIPAS

Joaquín Torres-Mata

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José-Gerardo Cardona-Toro

PROFESSOR FUNDACIÓN UNIVERSITARIA DEL AREA ANDINA.

PROFESSOR UNIVERSIDAD TECNOLÓGICA DE PEREIRA.

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Verónica Peña Guzmán

PROFESSOR UNIVERSITY OF GUADALAJARA

María Morfin-Otero

PROFESSOR UNIVERSITY OF GUADALAJARA

Miguel Alvarez-Gómez

PROFESSOR UNIVERSITY OF GUADALAJARA

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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.

The reorganisation of the curriculum in educational Cycles in codema college: a positive step and paintings in their steps fractals 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

German A. Ossa E.
Writer
nidodecondores44@gmail.com

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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 the Excellent Ambassador Lucelly Garcia Tobon.

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

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 M. C. Tonatiuh Bravo Padilla, Rector General, U. de G.; Dr. Marco Antonio Cortés Guardado, Rector CUC, U. de G.; to Dr. Remberto Castro Castañeda, U. de G.; to Dr. Jorge Tellez Lopez, 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. Medardo Tapia U., MRS. Guadalupe Gonzalez de Turner, M.C. Jesus Cabral, U. de G.; M.C. Maria Morfin, U. de G.; Dr. Maria Antonia Abundis, U. de G.; Bachelor Arturo Fernandez, U. de G.; Bachelor Javier Fernandez, U. de G.; M.C. Patricia Medina, 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 policy of reorganising schools in pedagogical cycles has been restored little by little in the state schools of the city of Bogota. This reform began in the year 2008 in CODEMA COLLEGE, which faced a number of challenges, personal as much as institutional. The reform depended upon the participation and engagement of the educational community in the reform process, and for that reason, this paper presents a positive view of the school reorganisation in relation to the theme of cycles, to balance some of the views that have been expressed previously.

Keywords: reorganisation, curriculum, educational community.

Introduction

During the last two government administrations of the city of Bogota education has been made a priority, starting from 2004 to 2008 with the regional plan, “Bogota without indifference”. This plan focused on concrete actions for school communities that redressed some of the problems facing schools; feeding the school children; better physical conditions for students; and thus optimising school performance. Later the reform moved on to reorganise schools in pedagogical cycles, which was one of the projects under the banner of the sectoral plan, “Quality education for a positive Bogota” (2008-2012), which was proposed as a response to the need to promote a quality education in the Capital District.

The order of priorities of the Sectoral Plan 2008-2012 “Quality education for a positive Bogota”, is clear, namely to improve the quality of the education. To achieve this, certain actions are proposed that can turn the project into reality. These are to update of the training programmes and to transform the school organization and teaching methods. All this was to fulfil the purpose of having excellent schools and well educated young people with respect to the values and principles of society.

In this sense, the Programme of Quality and Relevance of Education, had, as a fundamental intention, to transform educational institutions pedagogically, to change pedagogical practices and conceptions, to implement the programme, Tools for the Life, and to reorganise the curricula in educational cycles in the 370 schools of Bogota. This implies that the processes of education should centre on learning, recognising the peculiarities and needs of adolescents young children during the different stages of development, providing the conditions that facilitate access to knowledge in a holistic way.

The development of the process of curricular reorganisation

To stimulate the development of the process of curricular reorganisation in cycles, together with the programme of Tools for Life, the Secretary of Education of Bogota designed a methodological and conceptual plan that consists of the following phases: I. Preparation; in which the proposal is discussed and awareness raised, and the conditions of time and space are created to initiate the support process, II. Formulation; in this phase all the processes in relation to the redesign of curricula in cycles are planned, III. Implementation; in this

phase the processes planned in the formulation phase are executed, and IV. Follow-up and sustainability; during this phase actions are designed and executed that guarantee the sustainability of the process or reorganising the curricula in educational cycles.

It is clear what was being attempted here; the Secretary of Education called on the educational community, and its response confirms the point made by Navarro: “The implementation of educational policy is a complex task. It generally demands that numerous educational actors participate; central and local directors, students, supervisors, bureaucrats and parents or, at the very least, that they do not actively oppose. It is very important to take into account specific data on local conditions that affect the operation of the system. Concretely, to decide whether decision made centrally applies in practice to a certain locality is a far-reaching task” (Navarrese, 2006).

At this point, it is possible to affirm that in CODEMA COLLEGE, which provides the case study for this paper, the development of this process of pedagogical and curricular construction could count upon the participation, the will, the autonomy and the educational commitment of the local directors of education, managers, and, in particular, teachers, students, and parents, which is to say of the whole educational community. The work developed in the school began with concrete, collective agreements, which allowed for ownership of the process, and the gradual introduction of true pedagogical transformations.

It is relevant to note that, although today the balance of the implementation of the policy of cycles in CODEMA COLLEGE is positive, in the beginning of the process there was

disagreement on the part of the teachers. They were the first group that was called upon to own the process, and there was great confusion produced by their fear that this involved reframing their pedagogical practice and their educational functions, as well as modifying the principles of school organization that had existed since time immemorial. But little by little, with the effective work on the part of working parties and the leadership of the process of adaptation, the attitude of the educational staff over the last three years has come together in such a way that today CODEMA COLLEGE is one of the most advanced institutions in the locality in terms of the development of cycles.

Process of collective consultation

To develop the processes of collective consultation during the promotion of this reform, it was necessary to create and to reinforce local and institutional spaces, such as meetings with the team of cycles, where the attending teachers were persuaded of the relevance of their participation in the creation of a school environment that was relevant to their specific context, and which is the centre of many dynamic social relationships. While the curricula were being redesigned in cycles, higher education institutions and other educational institutions were contracted as consultants to support the schools on site. This had the purpose of tying the academy in to this process of transformation. The whole process took place under the leadership of the office of the Undersecretary for Quality and Relevance in the Secretariat of Education of Bogota. The Local Quality Team, the University de la Salle

and the Academic Councils were all involved in the school, as well.

There were constant meetings between those who worked in the school and the academic advisors and consultants, where those who attended took part in the network engaged in reforming the curricula into cycles, and there was an interchange of ideas about local implementation. This resulted in the benefit that the teachers absorbed this new idea and took part in the process of construction in the school.

From the point of view of education of quality, the project of curricular reorganisation in educational cycles in CODEMA COLLEGE took for granted, as a pedagogical principle, that considering the centred human development, and recognising the participants as integral human beings, with capacities, abilities and mastery that must be developed, for the development of individual and social, guarantees the quality of the educational outcome. This makes it relevant, principal adviser of the school organization, trying to give responses to the daily questions, including, What to teach? How to teach? and How to evaluate? This was an open attempt to take into account the coherence of the socio-cultural context and the characteristics of the children and young people, in their different stages of development.

The reorganising of curricula in educational cycles

The reorganising of curricula in educational cycles is a different way to think, feel and operate the school. It organises the processes of education and learning from the perspective of valuing the boys, girls and young people, while offering the possibility of learning through pedagogical strategies that respond to their interests and needs and the demands of growth

in the educational context (Ramirez, 2011).

This educational policy has made real and positive contributions to improving the conditions of life of the population, making education a democratic, participatory exercise of social development for each and every citizen. Consequently, the organization of education in cycles is a strategy to make a school more relevant to daily life, and has turned CODEMA COLLEGE into a space of constant investigation and research, that has taken the reconstruction of the curriculum as an area of research and participation, where the teachers and students become researchers and the object of research.

From this perspective, it is worth considering the work of Gajardo (2003) and his classification of the factors that have contributed to reducing school drop-out, and how CODEMA COLLEGE demonstrates a good balance in the work that is being carried out:

- a) The increase in the pre-school enrolments, which has improved the success of children in the first years of primary and has reduced repetition, one of the factors that affects early drop-out from school most;
- b) The change to systems of automatic promotion during primary education, or at least the early years, which has reduced the number of over-age pupils, a factor strongly associated with school drop-out;
- c) The introduction, extension and, in some cases, better focusing of programmes and subsidies designed to improve school retention (scholarships, free school materials, programmes of school meals, and others);
- d) The improvement of the school infrastructure and the availability of quotas;
- e) The greater involvement of parents and the introduction

of incentives to participate in activities of the school and following the school progress of their children, and of their results. This has led parents, and the students themselves, to place a higher value on education as the single or main source of capital capable of improving their chances of access to urban employment (Gajardo, 2003).

Up to now, we looked favourably on the reorganisation of the school into cycles. Now we will go into the meaning of that reform in more depth so that it can be understood better. The Secretary of Education District (SED) adopted a programme that organises the school into five educational cycles, involving the redesign of the Institutional Study Plan (PEI) in their pedagogical and curricular organization, as well as its school organization and administration.

In CODEMA COLLEGE a cycle is understood to be, “the set of conditions and programmes, of intentions and strategies, of pedagogical and administrative resources, integrated and articulated with each other, so as to develop a time unit that includes several levels of difficulty, and within which the students can advance with more flexibility until reaching the objectives of the programme at the end of each cycle, which are linked to the aims of the education embodied in the General Law of Education”, (Ministry of National Education, 2006). Since 2008 this public policy has been implemented, and has demanded continual reflection on the state of educational practices, their characteristics, advances, difficulties and perspectives.

In line with this thinking, the main actions that have been undertaken in the institution are: the study of the sectoral plan for education, and specifically the pedagogical reorganisation in cycles; the implementation of phases 1, 2, 3, and 4 of the reorganisation in cycles; the evaluation of the students in relation to cycles; and, the adoption of specific projects for each cycle defining the character of the cycle (characteristics of the boys, girls and young people, and of the teachers). These actions guide the progression of the processes to develop the students in

each cycle.

Pedagogical strategies have also been adopted to fit the cycles. Curricular guidelines orient the pedagogical process in the cycles. Socialisation into the educational community is integral to the cycles. The Institutional System of Evaluation (SIE) was adopted, following the guidelines of the Institutional Study Plan (PEI) for the reorganisation in cycles. Academic duties have been reorganised in line with the cycles, and the processes of academic and administrative support have been realigned with the cycles (Coordination by cycles).

There have also been adjustments to the school timetable, according to the introduction of cycles, involving the creation of official times for teachers' meetings, again organised by cycles, as well as the creation of local and institutional in-service training days, qualification and update of teachers through local meetings, courses, seminars, pedagogical days, and cycle meetings.

The implementation of pedagogical activities has reinforced the cycles, for example in terms of the pedagogical outcomes, team work and inter- and cross- disciplinary projects. Curricular design is discussed in relation to cycles. The design of school and family support processes and improvement functions according to the dynamic that the reorganisation in cycles demands. The didactic discussion on trends, models and approaches is geared to the pedagogical reorganisation in cycles. The discussion on the organization of the education processes and learning by cycles has led to a rethink of the educational concepts on the part of the teachers, and also the students. This means that school dynamics revolve around the category of cycles in the institution.

In the processes discussed here, the school has depended on the continual support of the SED at a central and local level, with support of teachers and educational managers, and the coming together of the various organs of school government, including the Senior Management Team, Academic Council, Parents Association, as well as the Student Council. The process has also had the regular recommendations of the Commissions on Evaluation and Promotion.

Conclusions

The institutional effort has led to the reframing of many of the practices that, over the years, have constituted the daily routine of the school, and an educational ideal is being constructed that transforms education in the school, makes it possible to offer a high quality education that is relevant to the demands of the times and of the community, a human education where it is clear the boy, girl or young person is the centre and subject, which reminds us that, "Before too much importance was attached to what was taught; today we need to discover what type of professionals and citizens a society needs" (Rivero, 2000). The result is a school where the pedagogical relationships that have governed the school throughout time are altered.

Finally, it is possible to affirm that the curricular reorganisation in pedagogical cycles plays a central role in the generation of reforms that can be implemented in practice to promote the autonomy of schools and educational decentralisation. The transfer of pedagogical and curricular decisions moves them from central government to the school (García - Huidobro, 1999). From this perspective, the centre is put into the education process – learning, and the ways in which it can be optimised, through close collaboration with the agents who participate in this process (Guzmán, 2004). This school finds itself facing a true transformation, where attendance, contribution, participation and commitment are expected, to meet the standards of the educational community which is CODEMA COLLEGE.

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Note: To page 28 to 72, 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:

Rhochrematic process in electromagnetism pedagogy.

Discreet Variable

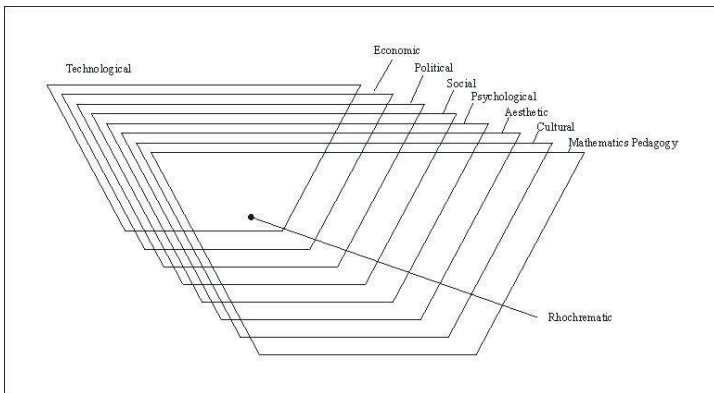
$$\sum_{b1}^{a1} x1 + \sum_{b2}^{a2} x2 + \dots + \sum_{bn}^{an} xn + \dots + \sum_{bk}^{ak} xk$$

Continuous Variable

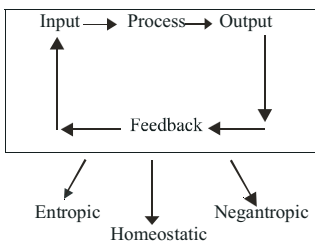
$$\int_{b1}^{a1} x1 + \int_{b2}^{a2} x2 + \dots + \int_{bn}^{an} xn + \dots + \int_{bk}^{ak} xk$$

Integrating the Rhochrematic process in electromagnetism pedagogy.

Integration System



Rhochrematic → The Process of Reprocess
Process System



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

For any explanation, communication and questions to be placed in contact with:

Claudio-Rafael Vásquez-Martínez

PROFESSOR UNIVERSITY OF GUADALAJARA.

Felipe-Anastacio González-González

PROFESSOR AUTONOMOUS UNIVERSITY OF TAMAULIPAS

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PROFESSOR UNIVERSITY OF GUADALAJARA

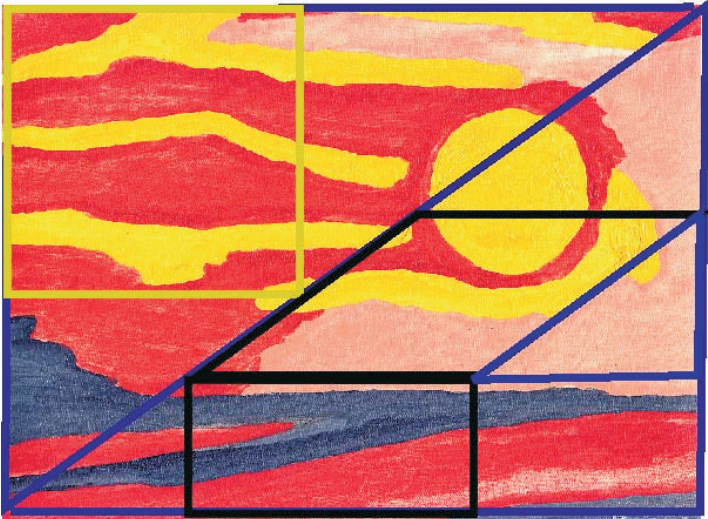
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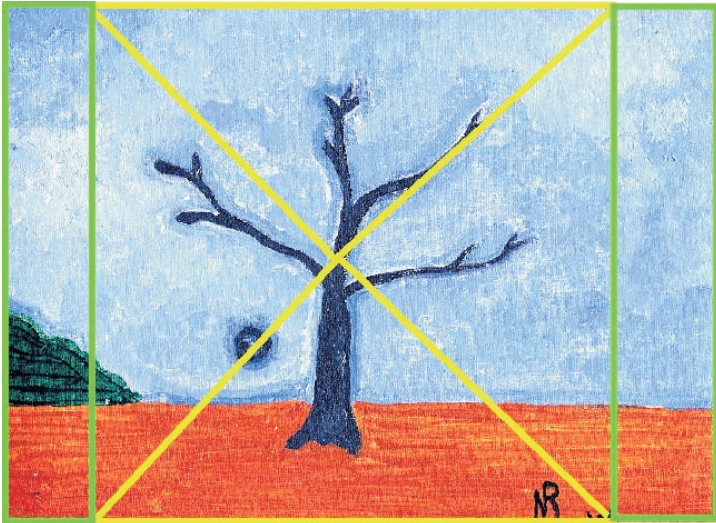
The reorganisation of the curriculum in educational cycles in codema college: a positive step and paintings in their steps fractals



- 1 cuadrado
- 5 triángulos escalenos
- 1 romboide
- 2 rectángulos

Phase 1

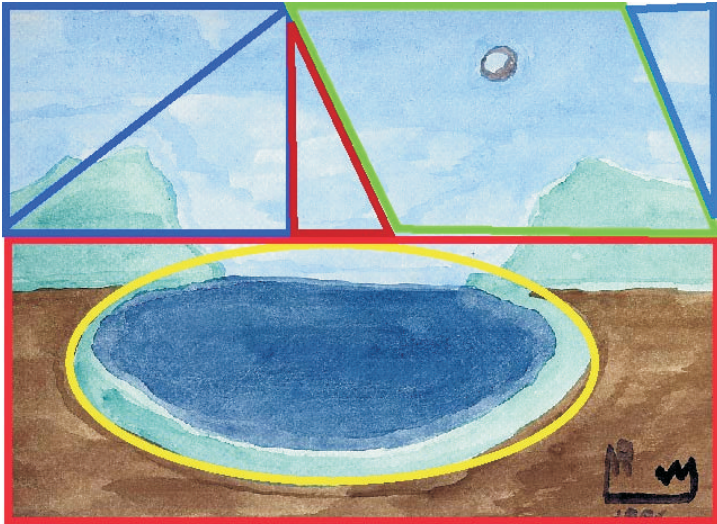
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2 rectángulos
4 triángulos isosceles

Phase 2

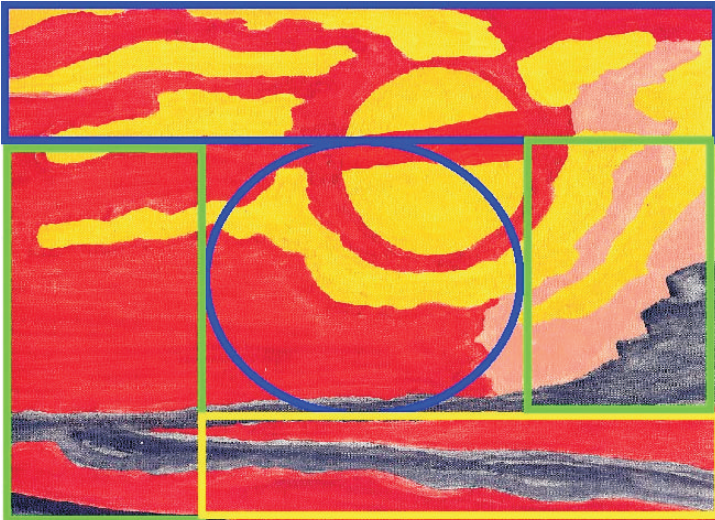
The reorganisation of the curriculum in educational cycles in codema college: a positive step and paintings in their steps fractals



- 1 rectángulo
- 1 círculo
- 4 triángulos escalenos
- 1 romboide

Phase 3

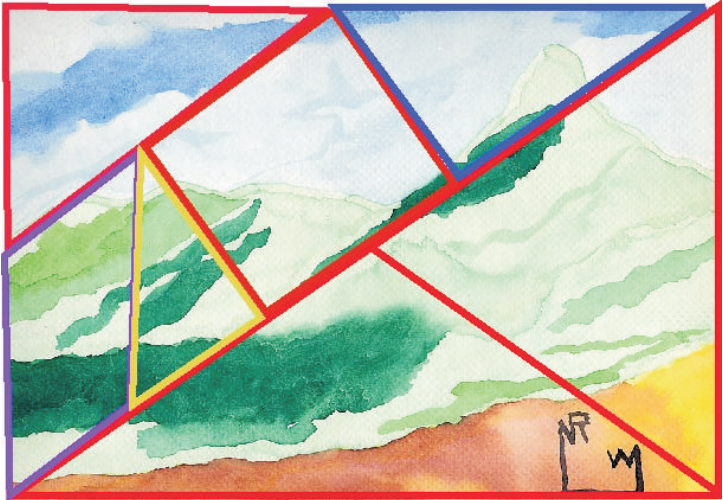
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4 rectángulos
1 círculo
4 triángulos esocceles

Phase 4

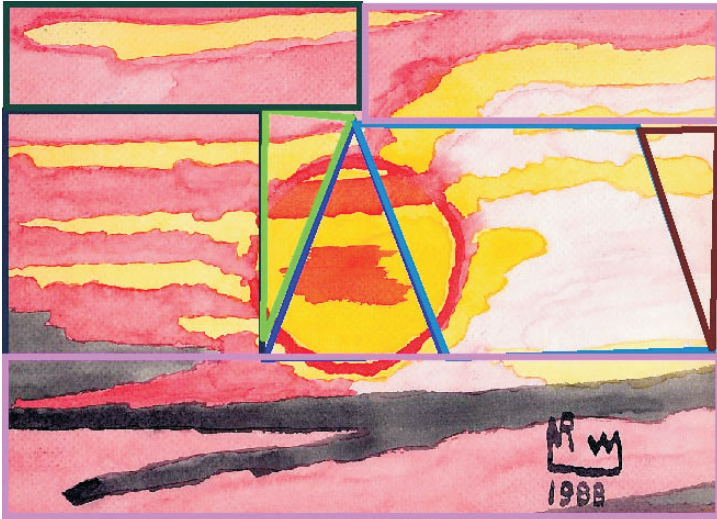
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1 triangulo equilatero
4 triangulos isosceles
1 romboide
1 cuadrado

Phase 5

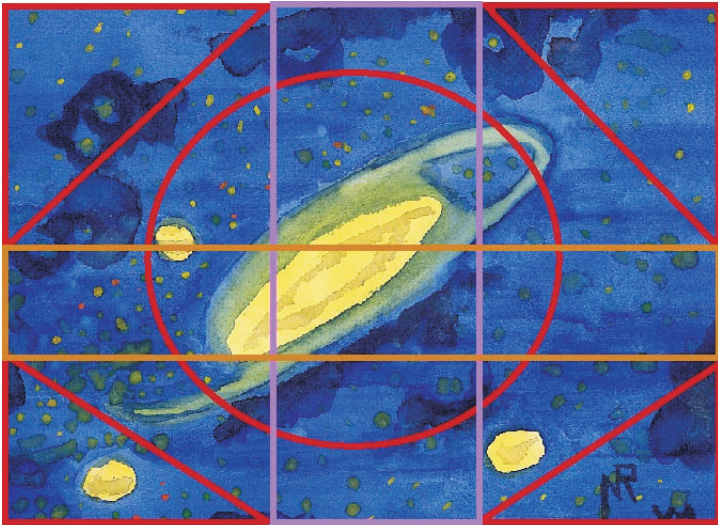
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- 3 rectángulos
- 1 cuadrado
- 1 romboide
- 1 triángulos isosceles
- 2 triángulos escalenos

Phase 6

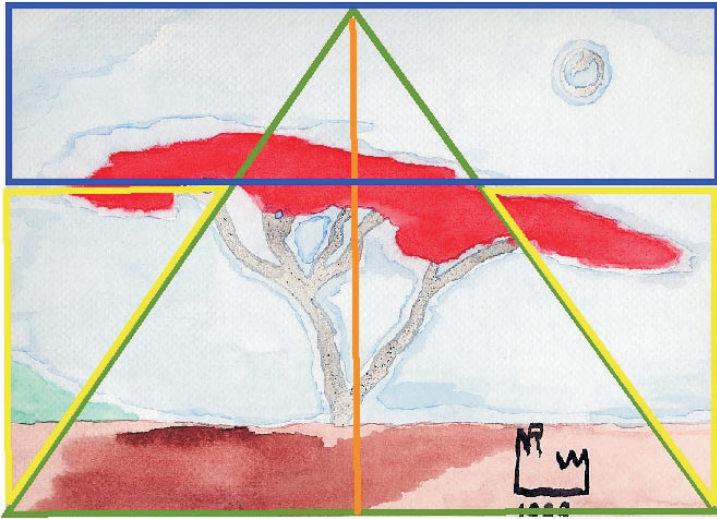
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1 círculo
8 triángulos isosceles
2 rectángulos

Phase 7

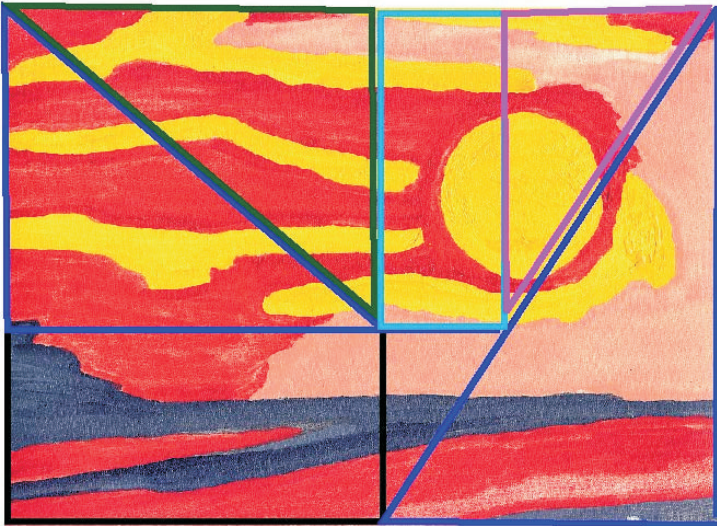
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- 1 rectangulo
- 1 triangulo equilatero
- 6 triangulos isosceles

Phase 8

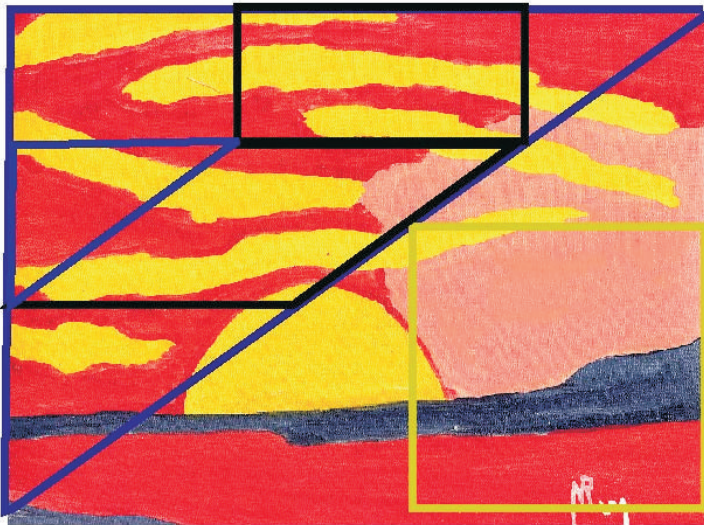
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2 rectangulos
5 triangulos escalenos

Phase 9

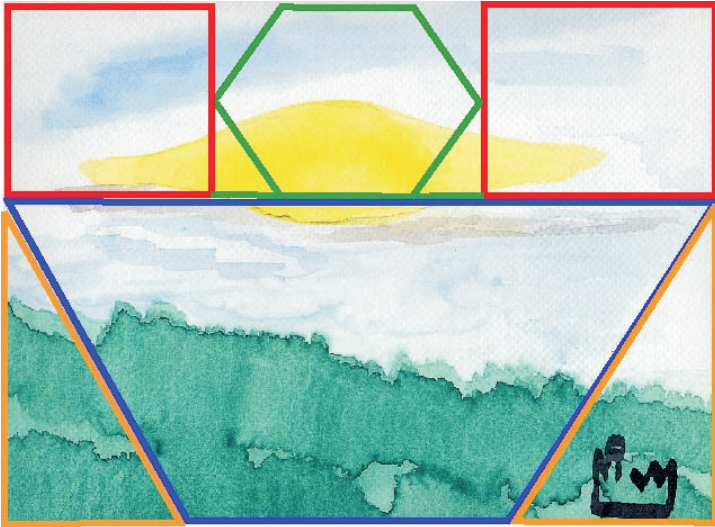
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1 cuadrado
5 triángulos escalenos
1 romboide
2 rectángulos

Phase 10

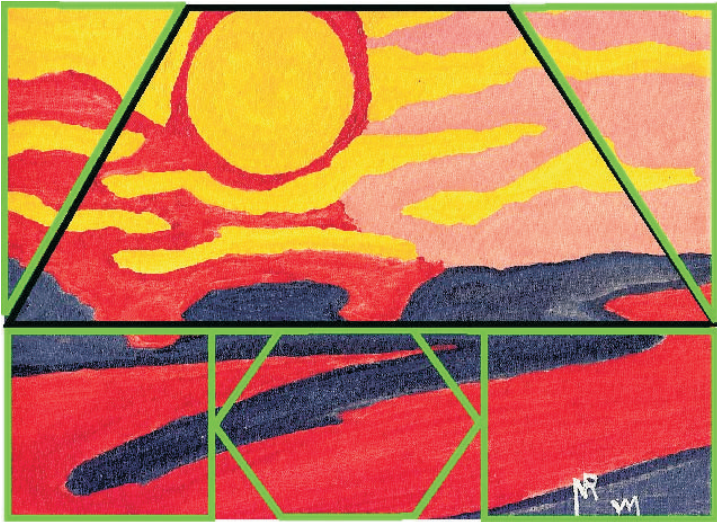
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6 triángulos escalenos
1 trapezio
2 cuadrados
1 hexágono

Phase 11

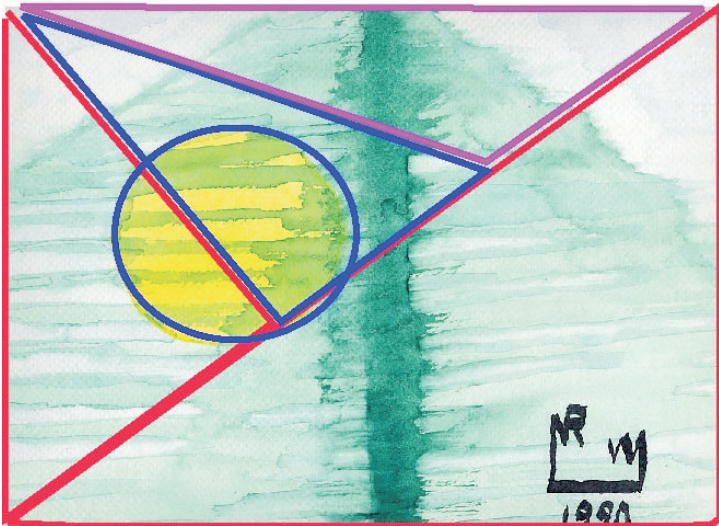
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and paintings in their steps fractals**



6 triángulos escalenos
1 trapecio
2 cuadrados
1 hexágono

Phase 12

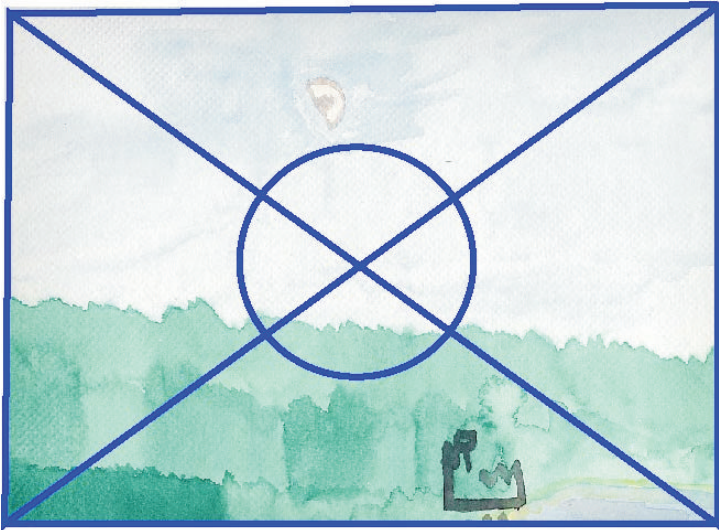
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4 triángulos escalenos
1 círculo

Phase 13

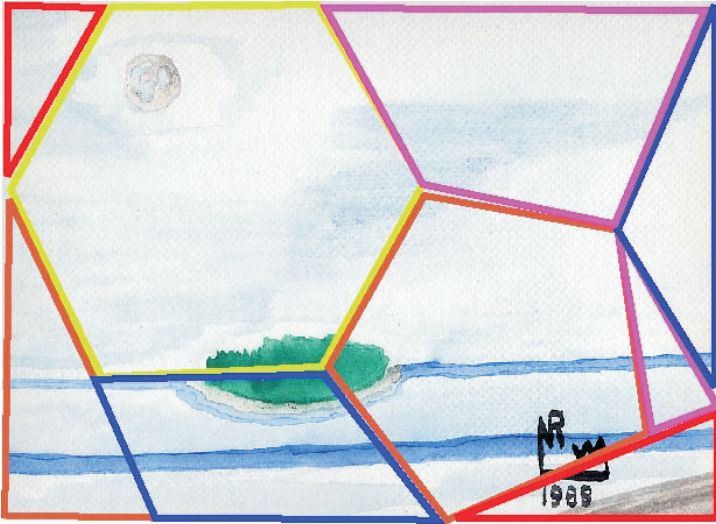
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and paintings in their steps fractals**



2 triángulos equiláteros
2 triángulos isósceles
1 círculo

Phase 14

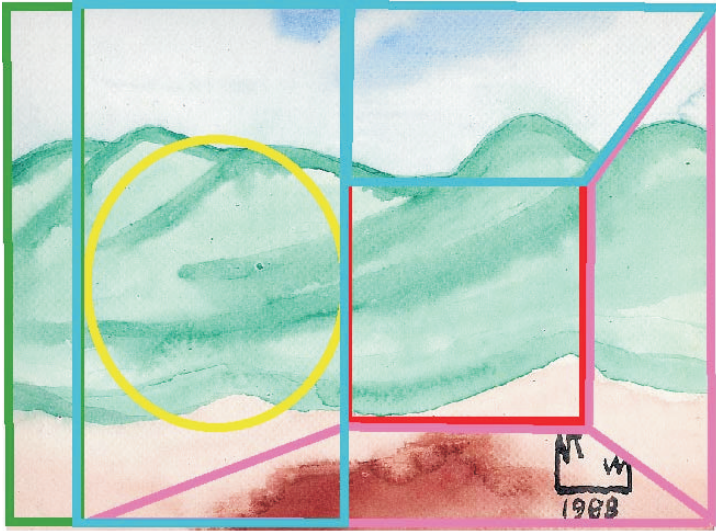
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and paintings in their steps fractals**



5 triángulos escalenos
1 hexágono
1 pentágono
1 romboide
1 trapecio isósceles

Phase 15

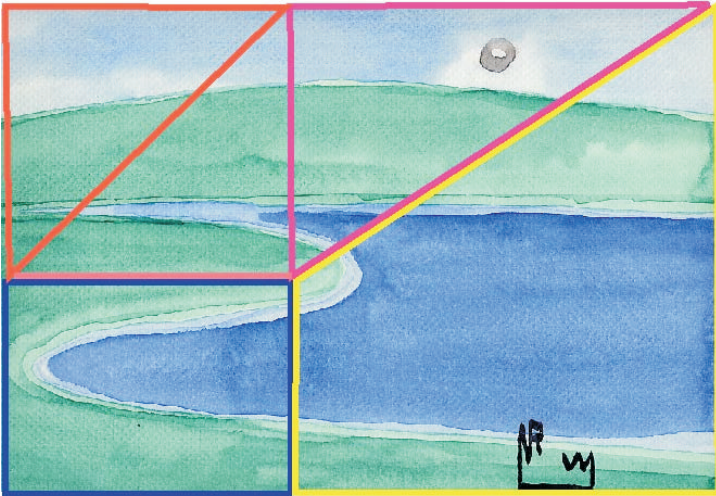
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and paintings in their steps fractals**



- 1 CIRCULO
- 1 CUADRADO
- 1 RECTANGULO
- 1 TRAPESOIDE
- 1 TRIANGULO ISOSCELES
- 2 TRAPESIOS ISOSCELES

Phase 16

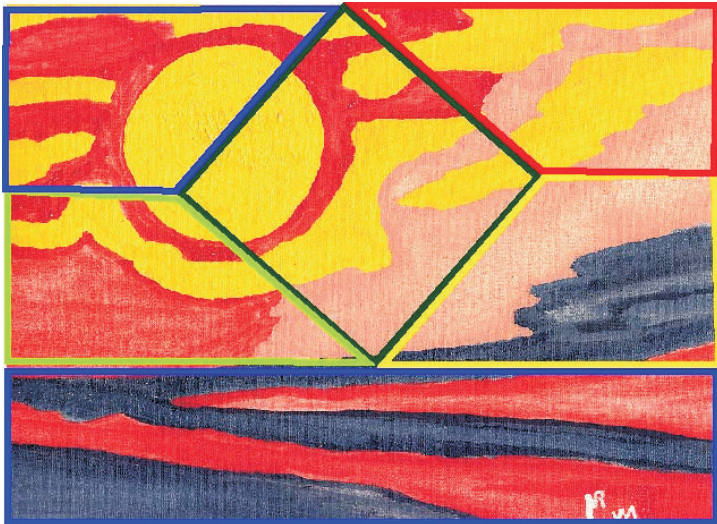
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- 1 cuadrado
- 2 triángulos escalenos
- 1 triángulo equilátero
- 1 trapecio rectangular

Phase 17

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and paintings in their steps fractals**



1 rectangulo
1 rombo
4 trapesio recatangulos

Phase 18

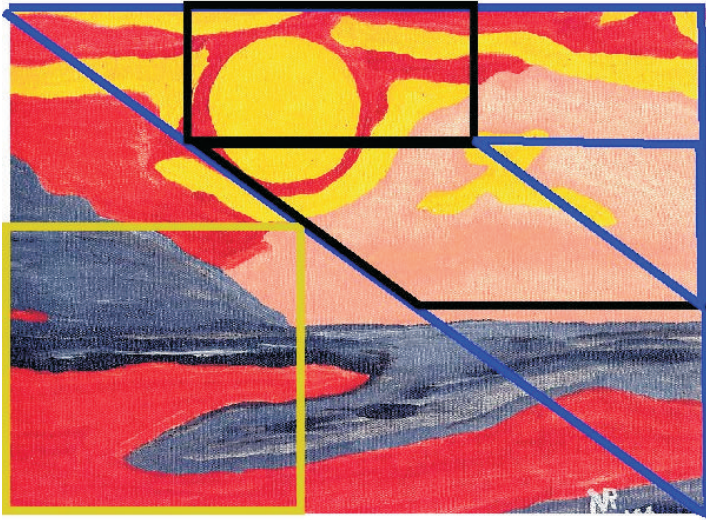
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- 1 triángulo isosceles
- 1 círculo
- 1 cuadrado
- 3 triángulos escalenos

Phase 19

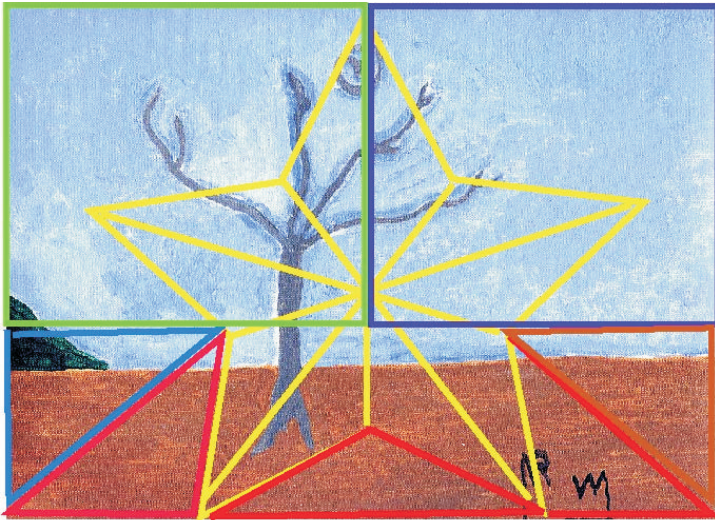
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- 1 cuadrado
- 5 triángulos escalenos
- 1 romboide
- 2 rectángulos

Phase 20

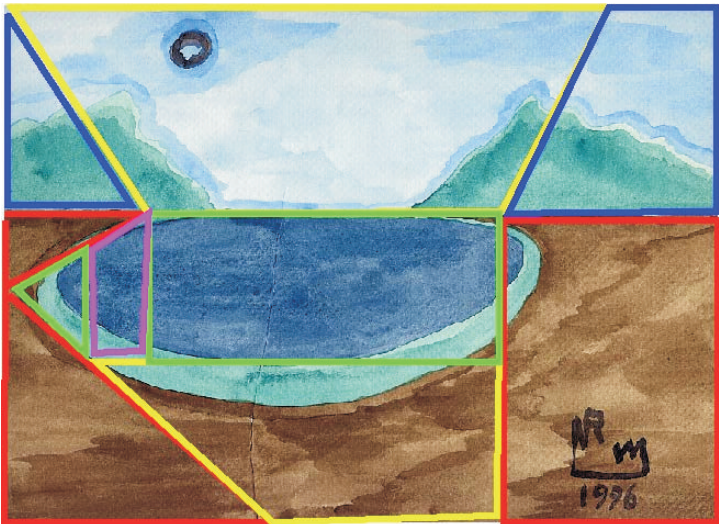
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cycles in codema college: a positive step
and paintings in their steps fractals**



- 1 estrella
- 2 cuadrados
- 5 triángulos escalenos
- 5 rombos

Phase 21

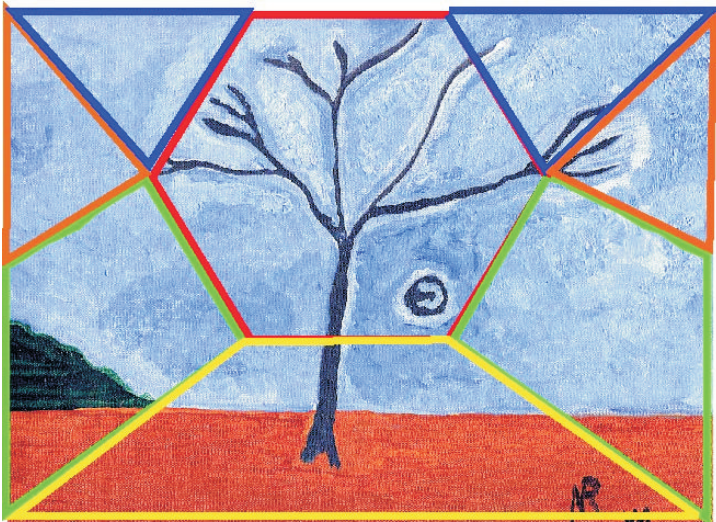
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- | | |
|------------------------|----------------------|
| 2 triángulos escalenos | 1 trapezio |
| 1 triángulo isosceles | 1 trapezio isosceles |
| 1 triángulo equilatero | |
| 2 trapezio rectangular | |
| 2 rectangulo | |

Phase 22

The reorganisation of the curriculum in educational cycles in codema college: a positive step and paintings in their steps fractals



4 triángulos isosceles
1 hexágono
2 trapecios isosceles
1 trapecio

Phase 23

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THE AUTHORS

SUMMARY

Dr. Claudio-Rafael Vasquez-Martinez. Summary: Titular Researcher Professor C. University of Guadalajara. Doctorate of the UAG. Certificate Doctorate 2851267 SEP. Postgraduate in Industrial Relationships University of EAFIT. Postgraduate in Sociology Research University of Antioch. Postgraduate in Mathematical I.C.S., Scranton, U.S.A.. Graduate in Industrial Technology U. S. B.. Industrial Technology P. C. J. I. C. Industrial engineering -SEP- Mexico. Titular Researcher Professor "C". University Center from the Coast. Campus Puerto Vallarta. University of Guadalajara. Academic consultant in Australia, Brazil, England, Germany, China, Japan, Finland, South Africa. Advisory of Industries in Administrative, Productive Processes, Industrial Costs and of Markets. Advisory in University Costs, Planning and Development. Researcher in the Project: PNUD-UNESCO. Doctoral thesis: "Comparative analysis of Costs among the Modalities of Present Education and at Distance of the Programs offered by the University of Antioch through the technique of the break-even-point.. Among others. Author of numerous Articles has more than enough Research and Education in the areas of Methodology of the Researcher, Statistic, Quality, Prospective, Rhochrematics, Strategic Planning, Costs, Educational Systems and Mathematics Pedagogy.

Complementary development: Ph.D. Researcher of the Project P.N.U.D.-U.N.E.S.C.O. Professor Honoris Causes of Bamberg-GERMANY. Titular Researcher Professor .C. (maxim category). University Center from the Coast. Campus Puerto Vallarta. University of Guadalajara. Educator, University Administrator, Industrial

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° World Congress of Preventive Orthodontics, Sao Paulo University, Brazil, 1995, Lecturer and Prof. Researcher in methodology in the 9° 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° 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° 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, Turquia, 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 in 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 Practitce 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 Cypresses", Copenhagen, Denmark, 1994; "Beach", Long Beach, California, United States, 1995; "Volcano", Purace, Cauca, Colombia, 1990; "Peninsula", Honolulu, Hawaii, 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 Cypresses", 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 Cypresses", 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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