

**INTERNATIONALIZATION
OF EDUCATION IN
MEXICO VIA COMPETENCIES
AND PAINTINGS
IN THEIR STEPS FRACTALES.**



UNIVERSIDAD DE GUADALAJARA

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INTERNATIONALIZATION OF EDUCATION IN MEXICO VIA COMPETENCIES AND PAINTINGS IN THEIR STEPS FRACTALES.

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**Impresos Alfa
Puerto Vallarta - Jalisco - Mexico
2014**

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Cover: Landscape

"Phase 1" of Claudio-Rafael Vasquez-Martinez.— Puerto Vallarta, Jal., Mexico: Impresos Alfa, 2014.

61 p. ils.

ISBN: 978-607-00-7869-9

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2014. First edition.

Formed in Impresos Alfa
Morelos No. 950 Col. Centro C.P. 48300
E-mail: alfamorales@hotmail.com
Puerto Vallarta, Jalisco, Mexico

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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 Dr. Marco Antonio Cortés Guardado, General Rector of the U. de G.; to the Dr Maximilian Andrew Greig, Rector CUC, U. de G.; to Dr. Remberto Castro Castañeda, U. de G.; to Dr Jorge Tellez Lopez, U. de G.; to Dr. Victor Manuel Gonzalez Romero, U. de G.; to Bachelor Raul Padilla Lopez, U. de G.; M.C. Tonatiuh Bravo, U. de G.; Dr Raul E. Támara 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.; Bachelor 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. University of Guadalajara. Impresos Alfa.

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.

Internationalization of education in Mexico via competencies and paintings in their steps fractales of the landscape painting, 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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INTRODUCTORY COMMENT

Education has become a key factor for the internationalization since it facilitates the pedagogical communication, the integration of networks for research, promotes the large scale process in economical, technological, social and cultural aspects. In the wake of the economic competitiveness at the global level and the commercial opening of Mexico to other countries has emerged as a challenge to raise the levels of education, as the current market demand for professionals facing it and solve the problems of various sectors, industrial, commercial and social.

In the mid nineties they established the basis for a new economic model, that privilege the efficiency and competition internal-external, based on the cost-benefit and obviously, the market mechanism, to make the country more competitive, diversified and suitable to the prevailing modernization in the world (Gonzales, 2012). Brunner(2000), points out the existence of an important relationship between higher education and the phenomenon of globalization expressed through the concept of internationalization, i.e. education is moving quickly and deeply, to the point where it can become unrecognizable in the eyes of the last century.

Under this context, a diversity of institutions of higher education in our country have taken action towards the modernization of education, changing and modernizing their plans and program of studies to include content that promote curricular flexibility, mobility of students and professors, in addition to train human resources highly flexible, competitive, efficient in the new processes of economic and technological change to the growing demand for labor markets.

To achieve these objectives Mexico has had to adjust their educational policies to the international requirements as in the "Program of modernization of education", where your objective is to be consistent with the changes in economic, technological, political and cultural (Lopez, 2013). As well as establish educational strategies calls "competency" where education is significant and which adapts to the new learning environments for the purpose of achieving the teaching-learning process. This research describes the evolution of the internationalization of education by competitions in Mexico, by limiting the study in the Higher Education Institutions (HEI), it is also intended to establish if the internationalization has affected the formation of the student and the teacher. The study concludes with some final considerations.

The internationalization.

In the year 2009 in Paris, France is carried out the World Conference on Higher Education organized by UNESCO, notes that the internationalization of higher education is a phenomenon that is

transforming structurally the institutions of public and private education, in the case of the latter the process is slower due to the complexities of each one of them (Suarez, 2013). Derived from the World Conference on Education in the chapter on globalization, regionalization and globalization is mentioned that the new trends are transforming the landscape of higher education and research. This dynamic requires joint initiatives and concerted action at the national, regional and international levels in order to ensure the quality and sustainability of the higher education systems in the world especially in sub-saharan Africa, Small Island Developing States (SIDS) and other least developed countries (LDCS). This should also include the south-south cooperation and north-south-South (UNESCO, 2009).

In Mexico during the first regular session of the Council of Rectors for the Consortium of Mexican universities (CUMEX) the then Assistant Secretary of Higher Education, Rodolfo Tuirán pointed out that the internationalization of higher education is an indispensable condition to build an educational system healthy and flexible, capable of converting to the Mexican students to real citizens of the knowledge society. (Bulletin 011, 2009). In Latin America in general and Mexico in particular, the internationalization have become the topic for calendars of the Institutions of Higher Education, it is by them that then describes the evolution of the internationalization of education by Competences in Mexico, in the Institutions of Higher Education.

In the decades of the 1980s and 1990s of the 20th century, Mexican governments promoted educational strategies after the trend of "internationalization", marked by the establishment of new economic models, political and social changes. Lopez (2013), indicates that there are three stages of insertion of Mexico in the processes of globalization: a) financial strangulation and need for capital; (b) the legal reforms to Mexico full insertion in the international trade that have resulted in c) the free trade treaties signed by the country.

The formation of trading blocs among nations has led to the integration of trade agreements whose aim is to open markets for their products. This process of integration into international markets has allowed in the year 1994 entry into force of the Treaty of Free Trade in North America. Today Mexico has signed free trade agreements and economic agreements with several countries. This type of agreements has allowed Mexico to the Organization for Economic Cooperation and Development (OECD), which monitors and certifies the new policies, economic models between the member countries. From 2000 were implemented educational models that are applied in developed countries such as the model of industrial production applied to education, that is to

say, to relate the productive to the educational system. Thus emerged the Tuning Project, where it promotes student mobility, the approval of the plans of study, the standardization of methods and processes of teaching, the impetus to the methods of teaching by professional competencies. This model focuses on the fact that the student will achieve the teaching-learning process, the development of skills that may impact the solution of real-life problems.

The project ALPHA Tuning - Latin America emerged in a context of intense reflection on higher education at both the regional and international levels. Until the time Tuning had been an exclusive experience the number, an achievement of more than 135 European universities since the year 2001 carried out an intense working toward the creation of the European Space for Higher Education. During the IV Follow-up Meeting of the common space of Higher Education in the European Union, Latin America and the Caribbean (UEALC) in the city of Cordoba (Spain) in October 2002. The representatives of Latin America participated in the meeting, they agreed to continue to 'refine' educational structures in Latin America through consensus, whose goal is to identify and to exchange information and improve the collaboration between the institutions of higher education for the development of quality, effectiveness and transparency. Tuning put in the Center of the scene the importance of the competencies for the processes of modernization and curricular reform (Tuning, 2013).

Competencies represent a dynamic combination of knowledge, understanding, skills and abilities. Develop competencies is the object of the educational programs. The competencies are formed in various units of the course and are assessed at different stages. They may be divided in skills related to an area of knowledge (of a specific field of studies) and generic skills (common for any course) (Tuning, 2006).

In the case of our country, the National Program of Education 2001-2006 in the top section corresponding to the level of Higher Education noted the need of promoting development at the IES and the project operation that take as an object to incorporate educational approaches that develop the aptitude of the students to learn along the life and consider:

- The collaborative learning, the attention to the paths of personal training of the students, the development of habits and study skills and the efficient use of the new technologies of information and communication.

- Promote, a good quality, higher education forming professionals, specialists and teachers-researchers capable of implementing, innovate and transmit existing knowledge, academically relevant and socially relevant in different areas and disciplines. This implies the continuous updating of plans and programs of study, the flexibility of the curriculum, the overcoming of constant academic teachers and strengthening the

capacities of generation, transmission and application of knowledge and involvement of institutions of higher education.

- Encourage the educational activity in the institutions is centered in the effective learning of the students and developing their capacity for learning throughout life.

Gutierrez (2003) points out that the learning has become one of the greatest challenges of our society. If the individual moves in a world that is increasingly complex and changing, cannot be satisfied with acquire the basic skills or a set of default and finite knowledge acquired in a school setting. For this reason Mexico must lay the foundations to support the student and academic staff mobility, improve higher education and to encourage strategies and policies of internationalization of higher education.

The international mobility: Students and teachers in Mexico.

During the World Conference on Higher Education organized by UNESCO, was established as joint research initiatives and exchanges of students and teachers promote the international cooperation. The incentives for achieving a broader academic mobility and balanced should be incorporated into the mechanisms that ensure an authentic multilateral collaboration and multicultural. (UNESCO, 2009).

In the National Program of Education 2001-2006, chapter of good quality higher education referred to in objective 1, to form an educational system, which is open, integrated, diversified, flexible, innovative and dynamic, which is coordinated with the other levels of education, with the system of science and technology, with the programs of arts and culture, and society. Must be to establish the following lines of action to achieve the internationalization of students and teachers:

- Promote the inter-agency agreements to enable them to support programs of mobility of students between educational programs with efficient mechanisms for recognition and credits that encourage the equivalence of integral studies between programs, particularly among the higher technical university or professional associate, and baccalaureate degrees.

- Support the projects and actions that foster cooperation, academic exchange and forming networks of higher education and science and technology with the participation of IES national and foreign.

- Encourage access to funds for international cooperation and academic exchange between institutions of higher education Mexican and foreign.

Student mobility.

The mobility in higher education is lifestyle irreversible in the world. In Mexico have been generated policies and strategies of international

mobility and from 2012 it has a diagnosis on the main achievements and challenges it has encountered in its current strategy of internationalization and international mobility. The National Survey of student mobility International (PATLANI) analyzed the international flows of students in higher education and from Mexico. The Survey Patlani account with information on international student mobility provided by 115 institutions of higher education and research in Mexico, both public and private, in which they were registered in total 1,053,089 students in programs of undergraduate and postgraduate academic in the period 2010-11, representing little more than 35.3 % of total national registration at that level.

In accordance with the survey results, 0.73 per cent of the total enrolment of institutions of higher education participants corresponds to international students, in the period 2010-2011. On the other hand, a percentage slightly higher, 1.08 per cent of Mexican students, in relation to the total enrolment in their home institutions, left the country to perform some kind of international academic mobility during the same period.

The foreign students who come to Mexico, are from several countries. The order of the first 10 countries: France, United States, Spain, Germany, Colombia, Canada, Australia, Korea, Argentina and the Netherlands. Destination countries that are Mexican students in such data stands out remarkably Spain, almost twice as students of the second country of destination, the United States, with nearly 1,500 students of difference. The order in which were the top 10 countries to which are Mexican students is as follows: Spain, United States, France, Canada and Germany, Argentina, Italy, Chile, Australia and China. (PATLANI, 2012)

Teacher mobility.

Since this work has been indicated, the mobility offers the opportunity to exchange contacts, projects, and ideas that lead to the construction of academic networks. Mobility programs for teachers, enabling the stay of teachers in foreign universities, allow the elaboration of work and joint programs of teaching and research. Alsina (2009) notes that it promotes quality in teacher education and research of teachers in institutions of higher education that participate in mobility of exchange programs. It also promotes cooperation between institutions and the participation of students and teachers in multidisciplinary and inter-institutional projects.

The main objective of the teachers to perform an academic mobility is to carry out postgraduate studies, stays and short courses, laboratory practice and joint research in the modality of sabbatical year, period in the

form of short-term stays. The mobility of academics acquires a strategic role for growing internal displacement of people, as well as to other regions of the world. The establishment of common spaces of higher education and the expansion of the scientific and academic networks makes mobility a necessary practice with multiple benefits in the training of students and the generation and application of knowledge (ANUIES, 2012).

In the past few years has increased the number of mobility programs directed to students and teachers that may be organized as programs of their own for a university that signs agreements with others, or as projects shared between various institutions of higher education, sometimes included in a network or association transnational university.

In Mexico there are several educational cooperation programs such as the common space of Higher Education Technology (ECEST, 2013), which involves more than 300 universities and technological institutes of the country, for the first time will be integrated with the support of the SEP to be strengthened. Through this initiative, the institutions undertake the mutual recognition of its educational programs at undergraduate and graduate levels, at the same time that you will establish a platform for internationalization and links with the productive sector. There are other mobility programs such as the mobility program of the Consortium of Mexican universities (CUMEX, 2013) is distinguished by promote, manage and finance mobility grants to national and international students and scholars of high performance, among the participating universities and universities internationally recognized for its academic excellence in different areas of knowledge. There are also programs on an international level for México participation with different countries, institutions and academic organizations to promote the mobility such as in Table 1.

Table 1: Agreements between Mexico with different countries, institutions and academic organizations.

**INTERNATIONALIZATION OF EDUCATION IN MEXICO
VIA COMPETENCIES AND PAINTINGS IN THEIR STEPS
FRACTALES.**

Country	University organizations
Australia	Australian Awards Scholarships. Australian Leadership Awards Scholarships y Endeavour Postgraduate Awards. Australian Development Scholarships. Australian Agency for International Development.
Holanda	Orange Tulip Scholarship
Japón	300000 Foreign Students Plan
Universidades latinoamericanas	Universidad de Mendoza, en Argentina. Universidad de Valparaíso, en Chile. Universidad Tecnológica de Panamá Universidad de Montevideo, en Uruguay
Iberoamérica	Organización de estados Iberoamericanos: Programa de intercambio y movilidad académica (PIMA), Espacio Iberoamericano del Conocimiento
Iberoamérica	Programa Becas Iberoamérica, Santander Universidades, Red Global de Santander Universidades
Unión Europea	Agencia Española de Cooperación Internacional (AECT) Programa de Cooperación Interuniversitaria (PCI) Programa de incorporación de Doctores Españoles a Universidades Mexicanas. Fundación Carolina. El Programa ALBAN -América Latina Becas de Alto Nivel-, el Programa ALFA, y el Programa MUTIS. Asociación Universitaria Iberoamericana de Postgrado (AUIP).

Reference: Universia, García 2013

CONCLUSION.

This research enabled to see an overview of the process of education internationalization by competencies in Higher Education Institutions. Analyzed the phenomenon and process which led Mexico to take the decision and go into the stage of globalization on the world of work, which has generated new demands toward the professionals. The universities have decided to enter into this process not to be left behind before the rest of the HEI, promoting the competencies as a mechanism towards internationalization. Some IES in Mexico, have been taken from the reference model Alfa-Tuning , draft standardized with the study that was developed with the same name in Latin America; which has facilitated the globalization of the institutions as it promotes the flexibility of curricula, the mobility of students and teachers, the academic quality, the exchange of educational practices and information, and in turn promotes the cooperation between institutions, and increases the competitiveness of education and culture programs use of ICTS for education. However, in accordance with the progress that has been achieved in the field of education in Mexico, it is considered necessary to promote even more the culture of mobility of students and teachers, as well as having a diagnosis on the main achievements and challenges that have had the IES in the process of internationalization and mobility, including the experiences on domestic law, participation requirements, meeting announcements, school

management and administration through institutions that promote funds for grants or scholarships. This in order to increase Mexico's participation in the programs of international academic mobility, and that not only is in items on the agenda of institutions of higher education; because that in 2010, Mexico participated with only 1% of the total worldwide mobility according to the study of Gonzalez (2012).

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Note: To page 28, 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

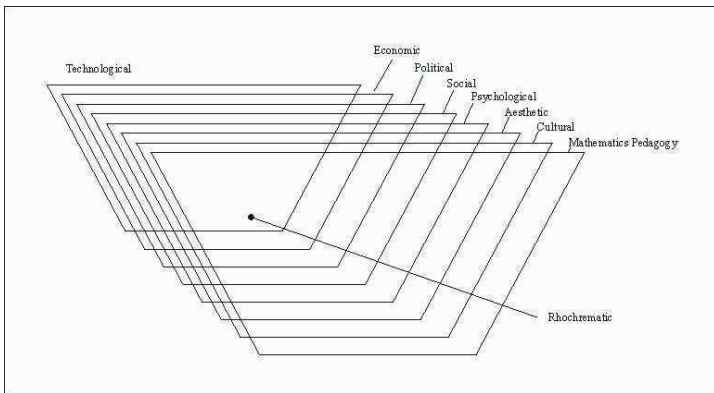
$$\sum_{b1}^{a1} x1 + \sum_{b2}^{a2} x2 + \dots + \sum_{bn}^{an} xn + \dots + \sum_{bk}^{ak} xk$$

Continuous Variable

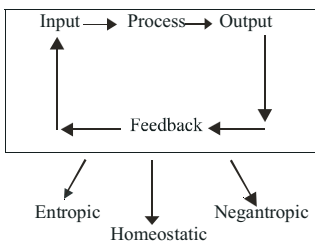
$$\int_{b1}^{a1} x1 + \int_{b2}^{a2} x2 + \dots + \int_{bn}^{an} xn + \dots + \int_{bk}^{ak} xk$$

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

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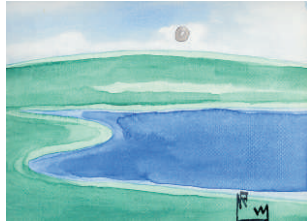
Miguel Alvarez Gomez

Luz María Zúñiga Medina

**INTERNATIONALIZATION OF EDUCATION
IN MEXICO VIA COMPETENCIES AND
PAINTINGS IN THEIR STEPS FRACTALES.**



Phase 1



Phase 5



Phase 2



Phase 6



Phase 3



Phase 7



Phase 4



Phase 8

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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; Registered in the «Dictionary of International Biography 1995- 1998»; Investigator of the International Center of Cambridge, England, 1995-1996-1998; Grateful at world level among the five thousand (5.000) personalities of the world for the Biographical Institute of United States of America, 1996- 1998; Professor from the UAG-MEXICO: «Prof. of Biostatistic, 1989; Prof. of Methodology of the Research, 1989-1990; Prof. of History and Philosophy in the Program of Graduate degree in Instrumental nursing, 1989; Prof. of Methodology of the Research in the Program of Graduate degree in nursing for Surgery, 1989-1990, Prof. in Education, in the Program of Graduate degree of nursing for Public Health, 1989-1990; Prof. in Statistic, 1989-1990, Prof. in Research of the Methodology, 1989-1990, Prof. in Methods of Research

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 in measures 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. differential 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 coltepunkt, 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, Medellín, 1981; 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 Rhochrematics, 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 Ge-

neral 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; "Three Mountains", 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 Beach, 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 of 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.

SUMMARY

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This book edition was concluded in Puerto Vallarta
in March 2014 in Lithographic Workshops
of Impresos Alfa and collaboration
University of Guadalajara.

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Puerto Vallarta, Jalisco, Mexico.

ISBN: 978-607-00-7869-9

