

TEAMWORK AS SIGNIFICANT

LEARNING TEACHING

STRATEGY IN TEACHING

WITH POPULARIZING

THEIR EMPOWERMENT



UNIVERSIDAD DE GUADALAJARA

CENTRO UNIVERSITARIO DE LA COSTA

Campus Puerto Vallarta

TEAMWORK AS SIGNIFICANT LEARNING TEACHING STRATEGY IN TEACHING WITH POPULARIZING THEIR EMPOWERMENT

CLAUDIO-RAFAEL VASQUEZ-MARTINEZ . Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA
ALEJANDRO BUENROSTRO-HERNANDEZ. Ph. D.
RESEARCHER, UNIVERSITY OF BAJA CALIFORNIA
JORGE-IGNACIO CHAVOYA-GAMA. Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA
MARIA MORFIN-OTERO. Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA
GRACIELA GIRON. Ph. D.
RESEARCHER, UNIVERSITY OF BAJA CALIFORNIA
HUMBERTO MUÑOZ-MACIAS. Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA
LUZ-MARIA ZUÑIGA-MEDINA. M.S.
PROFESSOR, UNIVERSITY OF GUADALAJARA

**Impresos Alfa
Puerto Vallarta - Jalisco - Mexico
2013**

Vasquez-Martinez, Claudio-Rafael

**Teamwork As Significant Learning Teaching Strategy In Teaching
With Popularizing Their Empowerment**

/ Claudio- Rafael Vasquez- Martinez;
Alejandro Buenrostro-Hernandez, Jorge-Ignacio Chavoya-Gama,
Maria Morfin-Otero, Graciela Giron, Humberto Muñoz-Macias,
Luz-Maria Zuñiga-Medina.

Cover: Landscape

"Phase 1" of Claudio-Rafael Vasquez-Martinez.— Puerto
Vallarta, Jal., Mexico: Impresos Alfa, 2013.

58 p. ils.

ISBN: 978-607-00-6532-3

All the reserved rights according to the Law: 2013
© Copyright Claudio-Rafael Vasquez-Martinez;
Alejandro Buenrostro-Hernandez, Jorge-Ignacio
Chavoya-Gama, Maria Morfin-Otero, Graciela Giron,
Humberto Muñoz-Macias, Luz-Maria Zuñiga-Medina,
2013. First edition.

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

INDEX

Dedication.....	9
Gratefulness and recognitions.....	11
Preface.....	13
Introductory comment.....	15
“Landscapes” – Teamwork As Significant Learning Teaching strategy In Teaching With Popularizing Their Empowerment	25
Bibliography.....	27
The authors.....	4 5

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. 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.; 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.

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.

Teamwork As Significant Learning Teaching Strategy In Teaching With Popularizing Their Empowerment 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.

German A. Ossa E.
Art Critic – Writer
nidodecondores4@hotmail.com

INTRODUCTORY COMMENT

INTRODUCTION

This paper addresses the work developed in the research of educational practice staff conducted in 25 mixed secondary school. It is an analysis of the role fulfilled as a teacher in the field of geography sophomore, supported data collection instruments, conducting its systematization to characterize personal work developed. During these tasks, appeared different theoretical and methodological implications that were involved in the investigation, a process that would lead to the detection of problems in practice, which was applied to a project intervention and evaluation.

This research studies the practice of teacher education, arguing that it was possible to establish a model in which the teacher's performance could be described as constructivist. This model was based on the conduct of a class for which fostered interaction among students generated an atmosphere of participation and group dynamics.

The investigation of the practice of teaching, studied in this paper, allowed, first knowledge of it, and the detection of problems embedded there. Subsequently, in a second part, we performed an intervention project that allowed correct the problems detected earlier, this logic of overcoming problems can lead to improved educational quality.

The detailed review and analysis of the tasks performed within the classroom, the systematization and characterization of the same, the approach and consequently allowed the location of the different problems that underlies there. In this situation took action measures aimed at correcting the errors identified and sought further changes promoting activities which resulted in a working personal innovation.

PROBLEM.

The function that performs in the classroom is a difficult task, these activities require constant updating for understanding the new social and technological dynamics that is present in society. Educational practice can be seen as a social fact. Following the ideas Durkheim (1989), which expresses the work rules of sociological method, a social fact must be understood as an act of coercion.

This latter should result in growing social interest in acquiring education and generate greater willingness to learn, more effort and attention to educational content.

Despite this, in schools grow different problems, such as lack of interest by students, lack of education budget, and other conditions that limit the ability of the teacher, beginning with the cultural aspects that it presents, which is manifested in a unwillingness and knowledge as well as the presence of a limited critical.

Purpose of research

Show that the teacher should not only focus on the routine of teaching practices, and group work is essential in meaningful learning and also must also be based on the curriculum, in the texts, materials in teaching - learning, as these come to life and dynamism from the teacher is willing to promote the acquisition of knowledge and feedback in the classroom and to be responsible for their educational work becomes conscious of his duty and this will drive drive at school. Educational intervention was analyzed through teamwork and strategies were applied, dynamic, educational and meaningful to try to improve the teaching of geography in terms of 2nd grade students of secondary, making use of group work.

HYPOTHESIS

Teamwork as a teaching strategy strengthens meaningful learning in secondary Tonalá, Jalisco.

There is a low level of teamwork as methodological strategies to enhance meaningful learning in secondary Tonalá, Jalisco.

JUSTIFICATION.

By detecting various needs that have been found in the teaching and

learning of Geography matters are planting this investigation, which presents difficulties in understanding by students. The second-year Geography is a subject, which for some students is not considered very interesting and important, how to teach it because sometimes it is right and not to the student to reflect on everything that might be interesting to explore, feel, live it.

During the development of applied research methodological strategies, with that, they had the necessary foundation for the pedagogical, to improve the teaching and learning of Geography matters through dynamic, studio work, use of the Internet and individual work, where this achievement with student interest in the geography of Mexico.

Be merciful to this training students the ability to analyze the Geography and frequent readers would be able to build an orderly and comprehensive vision on Geography.

Teachers' educational practice.

The personal experience of practice developed by teachers at the secondary level, is characterized by multiple facing conducted circumstances, some negatives identified by their own comrades as by management, as well as by the general public as: unpreparedness pedagogical staff, improvisation in teaching materials, lack of a decent education space in schools and other positive circumstances that no longer valued as: teacher's willingness and desire to excel always accepting training.

This paper presents a review of the teaching process, highlighting the role and importance of the subject receiving such training. Take the example of secondary education, highlighting some features that are presented by the students, as important elements to be considered in educational planning.

The context of practice.

Context is an important element to understand the practice, this refers to the elements that are present in the social and

geographical environment and determine many of the possibilities of the school, the students and the teacher, ie, the context acts as the accelerator or brake great potential inherent in education. This becomes a condition of coercion that were identified by Durkheim (1989).

Bail (1994) suggested that the study should be based on the context analysis for each organization, that is, each school, each working natural setting where the teacher. Under these conditions the context information is provided largely by the actors, working on a strategy that Ball (1994) calls political micro model school.

The purpose of studying the context, is to find the elements that lead to the explanation of the links between the external and the facts, that is, the social actions that develop in the process of educational practice.

Methodology.

Methodology: qualitative methodology was used from the interpretation of records that were used as extended retrieval tools and practice building strategy under study.

Critical Method: Research - action. This is where research and educational practice itself is a critique of educational work done.

Analytical observation: not only seek to demonstrate dependence of events, but the strength of association between them, and causation poses as a risk measure.

Systematization of Practice.

The systematization was a necessary task for understanding the practice that takes place in daily work. Such systematization marked the end of a passive, meaning stop considering education as a passive hegemony dominated education with students passive recipients of knowledge repetitive and that can be issued by the teacher. The systematization of personal practice, means and, innovative thinking and creative, with attitudes from the beginning tried to overcome the errors found.

Jara (1994) notes that educators and administrators have the need to systematize. However, are other tasks that become more important,

relegating the systematization to be considered as a task of limited importance. The detailed analysis of records allowed contrasting personal thoughts with the facts reflected there. This process is accomplished by reviewing the activities carried out within the practice and doing questions on it.

Categorization is the process of building concepts that are able to group the shares obtained in the systematization. This is a method of training sets from the actions, but expressed as conceptual variables.

The first important element to achieve the categorization is based on the systematization of the latter can deduce the categories presented in educational practice.

According to Garcia (1997), the categories emerge as a result of a grouping of different actions taken by the teacher. It also involves the use of theory and the perception of the teacher.

Changing this methodological process, identified the underlying problems in practice, starting first building categories. The following explains in more detail how the process was developed, which would serve as the basis for the construction of the proposed intervention.

Within this process, according to Diaz and Hernandez (2001), the teacher has received the assignment of the following roles:

Transmitter knowledge.

Animator.

Supervisor or guide the learning process.

Even the educational researcher.

From this perspective, an assessment was made of each of the above aspects, depending on their position within the personal practice on.

Intervention Project.

The identification of this problem, I urge the search for a solution, mainly the application of techniques that changed the dynamics established in the classroom, I explore the stimulating new attitudes

in students.

Against this background, we sought to implement the search for new techniques that the student walked into new attitudes, which aroused their ability, they promoted a significant knowledge. To achieve the purposes of teaching teams were organized among students. The intervention project was entitled: Teamwork and Meaningful Learning Teaching Strategy in Practice Teaching in Secondary Level. Source Intervention Project.

The origin of the proposed intervention took place in the school year 2009-2010. In this cycle was used for the subject of Geography, the textbook written by Salais (2000).

Design Intervention Project.

The intervention project was focused on group work activities, it was assumed that learning was transformed into meaningful to the extent that dialogue and build within the interaction of students in the class.

For the integration of the project was necessary:

Integrate work teams made up of students.

Set time and date of application.

Define the instrument used in the project.

Set times and dates of implementation.

Teamwork was held on the second day of class a week. The classes were on Tuesdays and Thursdays. So on Thursday the teams were integrated and worked. The months of implementation of the project should be the days of February, March, April and May. On this date records were made showing the workflow and implementation of intervention techniques.

Instruments of work on the project.

Work techniques and instruments used were defined according to the contents observed. The topics were:

Climates and natural regions.

The population in Mexico.

Economic activities in Mexico.

According to the above topics planning intervention project was:

The activities proposed in the project intervention are intended to recover and incorporate the knowledge of the students.

The intervention project presented the following characteristics:

Facilitated interaction among students.

Professor modify your driver role coordinator workflow.

Promoted work and competition between teams, taking as a starting point prior knowledge.

The strategy of using crosswords, aimed to achieve the problematization and student conflict regarding what he knew and what he should know.

According to Piaget (2003), who studied the way in which the intelligence development of individuals, high school students must be in the stage of formal operations, since it must be reached after 11 years.

Was achieved was considered a work environment more pleasant and agreeable, which generated greater integration within the classroom, but this occurred more strongly partially, ie between members of teams. In general, the goals achieved were as follows:

Integrate support teams, cooperation and learning.

To strengthen the friendship and support among students.

Implement a new workflow.

As indicated by González (2006), education is found in the actions taken to produce educational outcomes, these can be achieved when: it helps the learner to achieve true happiness and meaning in life, it helps the learner to understand themselves yourself and relate to other people and go through the process of spiritual maturity, emotional, cultural, etc.

CONCLUSIONS.

As can be observed, the application of the proposed amendment of educational practice resulted in the administration of a new way of working with new ways to understand the teaching process and the dynamics of student learning.

The mechanics of the process led to changes in the way students: relate to each other, develop their ability to learn, exchange and build a language under the stimulus of an entertaining and enthusiastic work.

The manner in which the activities developed in the classroom, let assume promoting determining collateral values for a comfortable student life. So, was promoted friendship, unity and participatory work, which is a fact satisfactory given the interest of education to promote the harmonious development of the learners, which highlights the importance of cooperation for achieving the objectives.

This means that the integration of work groups in the classroom, not only served as a means of transforming the routine activities that students face every day and class to class, but was also useful for them to cooperate, work, learn and strategize on how they are organized to meet its activities.

The differences between the old and the new strategy was the establishment of a new dynamic, motivated, I did, that students will integrate and communicate more in the classroom and thus facilitate the feedback process between them, which encourage the persecuted development of the student and was directed to eliminate and overcome rote knowledge through the application of new ideas.

It was found that despite the existence of doubts related to the interest of students in relation to learning, within the implementation of the project did generate the motivation for them to seek knowledge, with a strategy that sought to sow this need.

Without the interaction with students, the curriculum is only vertical plane, ie, seen from the perspective of teachers, curriculum left untreated side was impossible knowledge of the hidden curriculum, latent under what is conceived within the objectives school and classroom. Without the interaction with students, is more difficult to reach or are major obstacles to promote meaningful learning.

References.

Durkheim, E. (1989). *The rules of sociological method and other writings on the philosophy of the social sciences*. Mexico: Alianza Editorial Mexicana.

Ball, S. (1994). *The micropolitics of the school. Towards a theory of school organization*. Barcelona, Spain: Polity Press.

Diaz, A. and Hernandez, G. (2001). *The mediating role of the teacher and the educational intervention*. In: *Teaching strategies for meaningful learning*. Mexico: McGraw-Hill.

Garcia, A. (1997). *The instrumentation methodology in the recovery of teaching practice*. In: *Around the intervention of educational practice*. Jalisco, Mexico: Government of Jalisco, Guadalajara Editorial Unit Secretary General.

Gonzalez, L. (2006). *But What educational practice?*, In Ponce Ruth C. Perales (Coordinator), *The significance of educational practice*. Mexico: Paidós educator, pp. 141-167.

Jara, O. (1994). *To systematize experiences*. Mexico: Imdec.

Piaget, J. (2003). *Psychology and Pedagogy*. Madrid: Ariel.

Salais, F. (2000). *The Geography of Mexico*. Mexico: Trillas.

Note: To page 25, 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

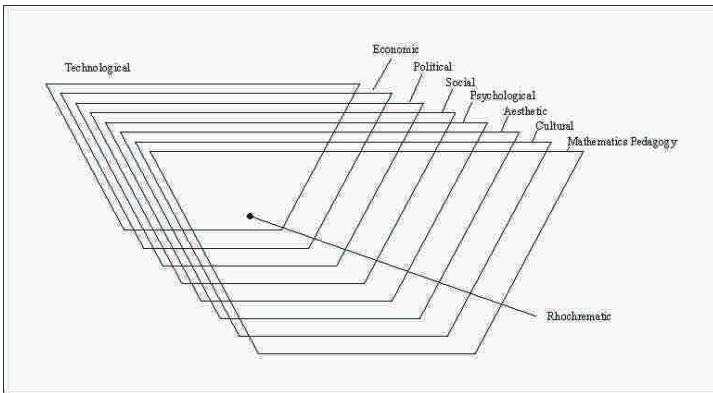
$$\sum_{b1}^{a1} x1 + \sum_{b2}^{a2} x2 + \dots + \sum_{bn}^{an} xn + \dots + \sum_{bk}^{ak} xk$$

Continuous Variable

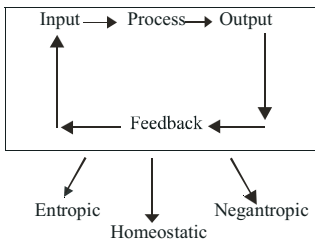
$$\int_{b1}^{a1} x1 + \int_{b2}^{a2} x2 + \dots + \int_{bn}^{an} xn + \dots + \int_{bk}^{ak} xk$$

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
Continuos Variable in the System

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

CLAUDIO-RAFAEL VASQUEZ-MARTINEZ . Ph. D.

PROFESSOR, UNIVERSITY OF GUADALAJARA

ALEJANDRO BUENOSTRO-HERNANDEZ. Ph. D.

RESEARCHER, UNIVERSITY OF BAJA CALIFORNIA

JORGE-IGNACIO CHAVOYA-GAMA. Ph. D.

PROFESSOR, UNIVERSITY OF GUADALAJARA

MARIA MORFIN-OTERO. Ph. D.

PROFESSOR, UNIVERSITY OF GUADALAJARA

GRACIELA GIRON. Ph. D.

RESEARCHER, UNIVERSITY OF BAJA CALIFORNIA

HUMBERTO MUÑOZ-MACIAS. Ph. D.

PROFESSOR, UNIVERSITY OF GUADALAJARA

LUZ-MARIA ZUÑIGA-MEDINA. M.S.

PROFESSOR, UNIVERSITY OF GUADALAJARA

Teamwork As Significant Learning Teaching Strategy In Teaching With Popularizing Their Empowerment



Phase 1



Phase 5



Phase 2



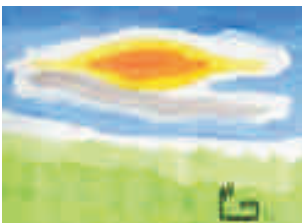
Phase 6



Phase 3



Phase 7



Phase 4



Phase 8

BIBLIOGRAPHY

- ACHA, J. Arte y Sociedad latinoamericana. El sistema de producción. Fondo de Cultura Económica. México D.F. 1979.
- ATRAN, S.. Fondements de l' Histoire Naturelle. Editions Complexe. 1986.
- BARNITZ, J. Twentieth Century Art of Latin America. University of Texas Press. Austin. Texas. 2001.
- BARTHES, R. El Grado Cero de la Escritura. México. Siglo Veintiuno. 1991.
- BARNEY C, E.. Grabadores y Dibujantes de Colombia. Biblioteca Luis Angel Arango. Bogotá D. E. 1971.
- BARNEY C, E.. Temas para la Historia del Arte en Colombia. Divulgación Cultural, Universidad Nacional de Colombia. Bogotá. 1970.
- BAYON.D. América latina en sus Artes. Siglo XXI Editores S.A. México D.F. 1974.
- BERTRAM, A.. 1000 Years of Drawing. Studio Vista. Dutton. London. 1969.
- BLOOR, D. Knowledge and Social Imagery. London. Routledge. 1976.
- BRYSON, N, Visión y Pintura. La Lógica de la Mirada. Madrid. Alianza Forma. 1991.
- CASSOU, J. Panorama de las artes plásticas Contemporáneas. Ediciones Guadarrama . Madrid . 1961.
- CASSOU, J. Génesis del Siglo XX. Salvat Editores, Barcelona. 1963.
- DANCE, S. P, The Art of Natural History. London. Bracken. 1989.
- EISESTEIN, E.. The Printing Press as an Agent of Change. New York. Columbia University Press. 1979.
- ELDERFIELD,J.. The Modern Drawing. The Museum of Modern Art. New York. 1983.
- ESTEVA-GRILLET Roldan. El Dibujo en Venezuela: Estudio y Antología de Textos. Fundarte. Caracas. 1992.
- GALENSON, D. W. Painting Outside the Lines: Patterns of Creativity in Modern Art. Harvard University Press. 2001.
- GIRALDO J, G.. La Pintura en Colombia. Fondo de Cultura Económica. México, 1948.
- GOODALL, D. B.; URBACH, M.. Colombian Figurative Graphics. The University of Texas. Austin. 1996.
- IVINS, W. M.. Imagen impresa y conocimiento. Barcelona. G. Gili. 1975.
- JOHNSON, U.E.. 20th Century Drawings. Par. I: 1900-1940. Little, Brown and Company. Boston-Toronto. 1964.
- OHNSON U.E.. 20th Century Drawings. Par II. 1940 to Present. Little, Brown and Company. Boston-Toronto. 1964.
- LAMBERT, S.. El Dibujo, la Técnica y Utilidad. Hermann Blume. Madrid. 1985.
- LEYMARIE, Jean, Monnier, Geneviere, Rose, Bernice, Drawing. Skira, Rirzoli. New York. 1979.
- LINCH M.; Woolgar, S.. Representation in Scientific Practice. Cambridge. Mass. The MIT Press.
- MANDELBROT, B. Fractal geometry and analysis: the Mandelbrot Festschrift. Cuaraco 1985. Editors. C.J.G. Evertsz, H. O. Peitgen, R.F Voss. Singapore; River Edge, NJ: World Scientific. 1996.
- MANDELBROT, B. Fractals, graphics, and mathematics education. Washington. DC. Mathematical Association of America. 2002.

-
- MANDELBROT, B. *Fractals in physics*. New York. Elsevier Science. Pub. Co., 1990.
- MANDELBROT, B. *Thinking in patterns: Fractals and related phenomena in nature*. River Edge. New Jersey. World Scientific. 2004.
- MANDELBROT, B. *The Fractal geometry of nature*. New York. W.H. Freeman. 1983.
- MANDELBROT, B. *Fractals and Chaos*. New York. Springer 2004.
- MANDELBROT, B. *Fractals and scaling in finance: discontinuity, concentration, risk*. New York. Springer 1997.
- MANDELBROT, B. *Fractals: Form, chance, and dimension*. San Francisco. W.H. Freeman. 1977.
- MANDELBROT, B. *Gaussian self-affinity and fractals: globality, the earth*. New York. Springer 2001.
- MANDELBROT, B. *The (mis) behavior of markets: a fractal view of risk, ruin, and reward*. New York. Published by Basic Books. 2004.
- MANDELBROT, B. *Multifractals and 1/F noise: wild self-affinity in physics*. New York. Springer. 1999.
- MANDELBROT, B. *Les objects fractals: forme, hasard et dimension* Paris. Flammarion. 1975.
- MANDELBROT, B. *Some potential problems arising in the theory of axial turbomachines*. Pasadena. 1949.
- MANDELBROT, B. *Fractal geometry and applications*. Providence. R.I. American Mathematical Society. 2004.
- MEDINA, A. *Procesos del Arte en Colombia*. Colcultura. Bogotá. 1978.
- MEJIA de M.,B.A. *El Arte Colombiano en el siglo XX*. Editorial Gráficas Olímpica. Pereira. 1988.
- MORATO, C; Vásquez M, C. R. et al. *Evaluación de la Calidad*. Ed. U. de A. Medellín. p. 553. 1986.
- PIGNATTI, Torisio. *El Dibujo, de Altamira a Picasso*. Ediciones Cátedra S.A.. Madrid. 1981.
- RANSON, P. *Drawing*. Oxford University Press. London. 1969.
- RESTREPO, B.; Vásquez, C. R. et al. *La Educación a Distancia en Antioquía*. Ed. Guadalupe Bogotá. 638 p. 1986. ISBN: 95811-0046-6.
- RODRIGUEZ, M.; ROMERO, C.. *Expresiones Modernas del Dibujo Colombiano*. Banco de la República. Bogotá D.E., 1989.
- ROSE, Bernice. *Allegories of Contemporary Modernism Drawing*. The Museum of Modern Art. New York. 1992.
- RUBIANO C. G.. *Dibujantes Jóvenes*. Instituto Colombiano de la Cultura. Sala Gregorio Vásquez. Biblioteca Nacional. Bogotá D.E.. 1970.
- RUBIANO C., G.. *Grabadores y Dibujantes de Colombia*. Biblioteca Luis Angei Arango. Bogotá D.E.. 1971.
- RUBIANO C., G.. *El Dibujo Actual en Colombia*. Centro Colombo Americano. Bogotá D.E.. 1984.
- RUBIANO C., G.. *El Dibujo Actual en Colombia; Dibujo del Humor*. Centro Colombo Americana. Bogotá D. E.. 1985.
- RUBIANO C., G.. *Dibujantes Colombianos Modernos; un Gran Exámen*. Museo de Arte. Universidad Nacional. Bogotá D.E.. 1987.
- RUSSOLI, Franco. *Le XX Siècle. Dessins et Aquarelles*. Gruppe Editoriale Frabbri,

- S.P.A.. Milan. 1970.
- SERRES. M.. Le Passage du Nord-Ouest. Paris. Minuit.1980.
- SMITH, N.Stan, Dibujar, Abocetar, Herрман Blume. Madrid. 1983.
- SCHUSTER, J. A.: Yeo, R,R., Ed. The Politics and Rethoric of Scientific Method: Historial Student. Dordrecht. D. Reidel. 1991.
- THOMAS, K. Hasta hoy. Estilos de las artes Plásticas en siglo XX. Ediciones del Serbal. Barcelona 1988.
- TRABA, M.. Historia Abierta del Arte Colombiano. Museo de la Tertulia. Cali.1984
- TRABA. M. La Pintura Nueva en Latinoamérica. Bogotá. D.E. 1961.
- TRABA. M.. Historia Abierta del Arte Colombiano. Instituto Colombiano de Cultura. Bogotá. D.E. 1984.
- Yvori, H. The Mandelbrot echoes: for Symphony Orchestra. Helsinki. Edition Love. 1998.
- VASQUEZ. M., C. R. Reflexión sobre Pestalozzi. Boletín de la Dirección General de Estudios de Postgrados. Vol. LI No. 10. Marzo-Abril. México. P. 7-13. 1988.
- VASQUEZ. M., C. R. Tributo al Saber Alma Mater No. 127. Junio . P. 18-19. México. 1988.
- VASQUEZ. M., C. R. Inmediatismo. Nexo. Segunda Quincena. Mayo México p. 5. 1988.
- VASQUEZ. M., C. R. Los Computadores en la Educación. Alma Mater No. 146. Septiembre-October. México. P. 5-6. 1990.
- VASQUEZ. M., C. R. Algunos Criterios para una Definición de las Relaciones Industriales. Boletín de la Dirección General de Estudios de Postgrados. Vol. 12. Agosto-Diciembre . México. P. 33-37. 1990.
- VASQUEZ. M., C. R. El Computador en la Educación y Lenguajes. Universitas 2000. Volumen 16. Número 3 Venezuela. P. 75-90. 1992
- VASQUEZ. M., C. R. La Formación de Capacitadores Docentes. Universitas 2000. Volumen 17. Número 4. Venezuela. P.97-114. 1993.
- VASQUEZ. M., C. R. Una Reflexión Sobre el Método Científico. Estudios Pedagógicos. Número 19. Chile. P. 125-132. 1993. ISSN 0716-050-X
- VASQUEZ. M., C. R. Et. al. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 1441. 1995. (Classic Edition).
- VASQUEZ. M., C. R. Et. al. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 1441. 1995. (Deluxe Edition).
- VASQUEZ. M., C. R. Et. Al. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 1387. 1996. (Classic Edition). ISBN: 0-8379-1115-X.
- VASQUEZ. M., C. R. Et. Al. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 1387. 1996. (Deluxe Edition). ISBN: 0-8379-1116-8.
- VASQUEZ. M., C. R. Et. Al. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 1511. 1997. (Classic Edition). ISBN: 0-8379-1118-6.
- VASQUEZ. M., C. R. Et. Al. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 1511. 1997. (Deluxe Edition). ISBN: 0-8379-1118-4.
- VASQUEZ. M., C. R. Et. Al. Who's Who in the World. New Providence. New

-
- Jersey. The Marquis Publications. U.S.A. P 1471. 1998. (Classic Edition). ISBN: 0-8379-1119-2.
- VASQUEZ. M., C. R. Et. Al. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P 1471. 1998. (Deluxe Edition). ISBN: 0-8379-1120-6.
- VASQUEZ. M., C. R. Modernización. Ideas. Número 7. México p. 56-74. 1994.
- VASQUEZ. M., C. R. Una Reflexión Sobre Modernización. Memorias del Encuentro Estatal de Investigación Educativa, Guadalajara. México. Julio 1994. P 11. 1994.
- VASQUEZ. M., C. R. Medición de Distancias Especiales por LASER. Alma Mater No. 156 Julio-Agosto. México. P 28-29. 1992.
- VASQUEZ. M., C. R. El tiempo y el Espacio IDEM. Antioquía. p. 23. 1975.
- VASQUEZ. M., C. R. Reflexión Sobre Modernización. Estudios Pedagógicos. Número 20. Chile. P 99-106. 1994. ISSN 0716-050-X
- VASQUEZ. M., C. R. Et. Al. Dictionary of International Biography. The Bath Press. Cambridge. P 347. 1996. ISBN: 0-948875-860.
- VASQUEZ. M., C. R. Génesis del Concepto de Número. Memorias del XXIX Congreso Nacional de la Sociedad Matemática Mexicana. 1996. ISBN 968-36-3592-X.
- VASQUEZ. M., C. R. Reflection in Modernization and Research. Abstracts. 9th. World Congress of Comparative Education Society, (WCCES). Australia. Sydney. P 166. 1996.
- VASQUEZ. M., C. R. El Arte de Preguntar en Matemáticas. Memorias del XXIX Congreso Nacional de la Sociedad Matemática Mexicana. San Luis Potosí México. 1996. ISBN: 968-36-3592-X.
- VASQUEZ. M., C. R. Research Methodology. Abstracts. 5th World Congress of Preventive Dentistry. Brasil. Sao Paulo. 1995.
- VASQUEZ. M., C. R. A Reflection on Modernization, Education and World Perspectives in Education for the 21st Century. Abstracts. The first Annual Conference of the Comparative Education Society at Asia. Japan. Tokyo. 1996.
- VASQUEZ. M., C. R. Reflection on Modernization, Education and World Perspectives in Education Equity and Transformation. 10th. World Congress of Comparative Education Society. (WCCES). South Africa. Cape Town. 1998.
- VASQUEZ M., C.R. Evocación al Paisaje. Editorial Papiro. Pereira. Colombia. 1999.
- VASQUEZ M., C.R. Mathematics Pedagogy and Rhochrematics: Observations for an Inference. Editorial Papiro. Pereira. Colombia. 2003.
- VASQUEZ M., C.R. Metodología para un Análisis Comparativo de Costos Universitarios entre las Modalidades de Educación Presencial y a Distancia de los Programas ofrecidos por la Universidad de Antioquía para el Período 1980 a 1984 a través de la Técnica de el Punto de Equilibrio. Editorial Papiro. Pereira. Colombia. 1999.
- VASQUEZ M., C.R. Reflexión sobre la Educación Latinoamericana y la Educación Colombiana. Editorial Papiro. Pereira. Colombia. 1999.
- VASQUEZ M., C.R. Reflexión sobre los Costos en la Educación Universitaria a Distancia en Colombia. Editorial Papiro. Pereira. Colombia. 1999.
- VASQUEZ M., C.R. Retrospectiva del Arte de la Pintura sobre la Arquitectura Paisajística. Editorial Papiro. Pereira.

Colombia. 2000.

VASQUEZ M., C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 2274. 2001 (classic Edition) ISBN 0-8379-1 125-7.

VASQUEZ M., C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P. 2274. 2001 (Deluxe Edition) ISBN 0-8379-1126-5.

VASQUEZ M., C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P2255. 2002 (Classic Edition) ISBN 0-8379-1 127-3.

VASQUEZ M., C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P2255. 2002 (Deluxe Edition) ISBN 0- 8379-1128-1.

VASQUEZ M..C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P2523. 2003 (Classic Edition) ISBN 0-8379-1129-X.

VASQUEZ M..C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P2523. 2003 (Deluxe Edition) ISBN 0-8379-1130-3.

VASQUEZ M., C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P2407. 2004 (Classic Edition) ISBN 0-8379-1131-1.

VASQUEZ M., C.R. Who's Who in the World. New Providence. New Jersey. The Marquis Publications. U.S.A. P2407. 2004 (Deluxe Edition) ISBN 0-8379-1132-X.

VASQUEZ M., C.R. A Methodology on Modernization. Globalization and Lifelong Learning for the New Millennia. 11th World Congress of Comparative Education Society (WCCES). Korea National University of Education. South Korea. Chungbuk. 2001.

VASQUEZ M., C.R. A Methodology on

Modernization. Globalization. Culture and Education for the New Millennium. 11th World Congress of Comparative Education Society. (WCCES). Korea National University Of Education. South Korea. Chungbuk. 2001.

VASQUEZ M., C.R. A Methodology on Modernization. Globalization and Curriculum for the New Millennia. 11th World Congress of Comparative Education Society. (WCCES). Korea National University of Education. South Korea. Chungbuk. 2001.

VASQUEZ M., C.R. A Methodology on Modernization, Globalization and Worlds of Childhood for the New Millennia. 11th World Congress of Comparative Education Society. (WCCES). Korea National University of Education. South Korea. Chungbuk. 2001.

VASQUEZ M., C.R. A Methodology on Modernization. Development. Culture and Education for the New Millennium.. 48th Annual Conference of Comparative and International Education Society. (CIES). Brigham Young University. Salt Lake City. Utah. U.S.A. 2004.

VASQUEZ M., C.R. Deserción en los Centros de Educación a Distancia en Educación Superior. Cuarto Congreso Nacional y Tercero Internacional, Retos y Expectativas de la Universidad. Universidad Autónoma de Coahuila. ANUIES. Saltillo. Coahuila. México. 2004.

VASQUEZ M., C.R. A Methodology on Modernization, Globalization and Lifelong Learning for the New Millennia. 42nd International Conference. World Education Fellowship. Lifelong Learning. Gujarat Research Society. Mumbai. India. 2004.

VASQUEZ M., C.R. Deserción en Educación a Distancia en Educación Superior. Virtual Educa 2003. IV Conferencia Internacional sobre Educación. Formación y nuevas Tecnologías. Enfoque Iberoamericano, Perspectiva Global.

Miami. Florida. U.S.A. 2003.

VASQUEZ M., C.R. Modernization, Globalization. The 4th Comparative Education Society of Asia (CESA). Biennial Conference. Indonesia University of Education. Bandung. Indonesia. 2003.

VASQUEZ M., C.R. Impacto de los Centros de Educación a Distancia en el Pensamiento Pedagógico de los Docentes. VII Congreso Nacional de Investigación Educativa. Consejo Mexicano de Investigación Educativa (COMIE). Universidad de Guadalajara. Guadalajara. México. 2003.

VASQUEZ M., C.R. Modernization for the New Millennium. Port Tobacco. Maryland. U.S.A. 2003.

VASQUEZ M., C.R. Metodología del Desarrollo Sustentable. Congreso Internacional sobre el Desarrollo del Turismo Sustentable. Instituto Tecnológico de Cancún. Cancún. México. 2003.

VASQUEZ M.,C.R. Social Impact on Education, Community, Collaboration and Research on Distance Education. Qualitative Research. 15th Annual Ethnographic and Qualitative Research in Education (EQRE) Conference. Duquesne University. Pittsburgh, PA. U.S.A. 2003.

VASQUEZ M.,C.R. Social Impact on Education. 10th Inter-american Symposium on Ethnographic and Qualitative Research in Education. The University of New Mexico. Albuquerque. U.S.A. 2002.

VASQUEZ M.,C.R. Deserción en Educación. Seminario Nacional de Investigación en Educación a Distancia y Tecnologías para el Aprendizaje. Universidad Autónoma de Yucatán, Mérida. México. 2003.

VASQUEZ M.,C.R. Modernización, Am-

biente y Ocupación de Espacio Ambiental. Tercer Congreso Nacional y Segundo Internacional, Redes y Expectativas de la Universidad. Universidad Autónoma del Estado de México. México. 2002.

VASQUEZ M., C.R. Una Metodología en el Proceso de Enseñanza de la Derivada y su Motivación. XXXV Congreso Nacional de la Sociedad Matemática Mexicana. Universidad Juárez del Estado de Durango. Durango. México. 2002.

VASQUEZ M.,C.R. A Methodology in the Teaching Process of Calculus and its Motivation. International Congress of Mathematicians 2002. Beijing. China. 2002.

VASQUEZ M.,C.R. The Administration of Managers and their Assessment Centers. 6th Annual National Meeting and 1st International. Academia de Ciencias Administrativas (ACACIA). Politécnico Nacional. México D.F. 2002.

VASQUEZ M., C.R. A Methodology on Social Construction of Marginality and Globalization for New Millennia. 46th Annual Conference of the Comparative and International Education Society (CIES). University of Central Florida. Orlando. Florida. U.S.A. 2002.

VASQUEZ M.,C.R. Evaluación de los Costos en Educación a Distancia y Educación Presencial. XII Encuentro Internacional de Educación a Distancia en el Marco de la XVII Feria Internacional del Libro. Universidad de Guadalajara. Guadalajara. México. 2003.

VASQUEZ M.,C.R. Una Enseñanza de la Derivada. Primera Jornada de Enseñanza y Aprendizaje de las Matemáticas y la Física. Iteso. Tlaquepaque. Jalisco. México. 2003.

VASQUEZ M.,C.R. Impacto en la Educación. XI Encuentro Internacional de Educación a Distancia en el Marco de la XVI Feria Internacional del Libro. Universidad de Guadalajara. Guadalajara. México. 2002.

VASQUEZ M., C.R. Deserción en Educación. XI Encuentro Práctico de Profesores Ele. International House Barcelona. Barcelona. España. 2002.

VASQUEZ M.,C.R. Globalization and Lifelong. 2nd International Conference on Comparative Education in Teacher Training.. Sofia University. Bulgaria. 2003.

VASQUEZ M.,C.R. Enseñanza de la Integral. XXXVI Congreso Nacional de la Sociedad Matemática Mexicana. Universidad Autónoma del Estado de Hidalgo. Pachuca. Hidalgo. 2003.

VASQUEZ M., C.R. The Conservation on Educational Achievements Globally for the New Millennium. 47th Annual Conference of the Comparative and International Education Society (CIES). Michigan State University. New Orleans. Louisiana. U.S.A. 2003.

VASQUEZ M., C.R. Deserción a Distancia. 7th Annual National Meeting and 2nd International. Academia de Ciencias Administrativas (ACACIA). Universidad Autónoma de Aguascalientes. Aguascalientes. México. 2003.

VASQUEZ M., C.R. Pensamiento Pedagógico. Segundo Congreso Internacional de Educación Abierta y a Distancia. Centro de Investigación Científica y de Educación Superior de Ensenada (CICESE). Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES). Universidad Autónoma de Baja California (UABC). 2002.

VASQUEZ M., C.R. Proceso de Enseñanza. VI Congreso Estatal Y IV Regional de la Enseñanza de las Matemáticas. Guadalajara. México. 2003.

VASQUEZ M., C.R. Investigación en la Educación. Segundo Congreso Nacional y Primero Internacional. Retos y Expectativas de la Universidad. Universidad de Guadalajara. Sep. Unesco.

ANUIES. 2001.

VASQUEZ M.,C.R. Práctica como Investigación. X Encuentro Internacional de Educación a Distancia en el Marco de la XV Feria Internacional del Libro. Universidad de Guadalajara. Guadalajara. México. 2001.

VASQUEZ M., C.R. Enseñanza de Límites. XXXIV Congreso Nacional de la Sociedad Matemática Mexicana. Universidad Autónoma del Estado de México. Toluca. 2001.

VASQUEZ M., C.R; GONZALEZ R., VM. The chromodynamic and the pedagogic landscape painting with applications in the mathematics popularization. Journal Rhochromatic Mathematics. Numer 01. Semestre 01. ISSN1900-8007.

VASQUEZ M., C.R.; GONZALEZ R., VM. The headlands and the pedagogic landscape painting with applications in the mathematics popularization. Journal Rhochromatic Mathematics. Number 02. Semester 02. ISSN 1900-8007.

VASQUEZ M., C.R. The perceptions and the pedagogic Landscape painting with applications in the mathematics popularization. Ed. Papiro U. de G. Pereira. Colombia. 2004.

VASQUEZ M., C.R. The Learning and the pedagogic Landscape painting with applications in the mathematics popularization. Ed. Papiro. U. de G. Pereira. Colombia. 2004.

VASQUEZ M., C.R The elements and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro. U. de G. Pereira. Colombia. 2004.

VASQUEZ M., C.R.; GONZALEZ R., VM. The dimensions and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U. de G. Pereira. Colombia. 2005.

-
- VASQUEZ M., C.R.; GONZALEZ R., VM. The firmaments and the Pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro. U. de G. Pereira. Colombia. 2005.
- VASQUEZ M., C.R.; GONZALEZ R., VM. The geography and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro.U. de G. Pereira. Colombia. 2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The apexes and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro. U. de G. Pereira. Colombia. 2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The abstractions and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro. U of G. Pereira. Colombia. 2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The orography and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro. U. of G. Pereira. Colombia. 2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The experimental education and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro. U of G. Pereira. Colombia. 2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The objects and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro. U. of G. Pereira. Colombia. 2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The experimental learning and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The ecology and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The coherent and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2005.
- VASQUEZ M., C.R; GONZALEZ R., VM. The roads and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2005.
- VASQUEZ M., C.R. Mathematics Teaching. Observations for an approach and rhochromatic. Ed. Papiro U. of G. Pereira. Colombia 2004.
- VASQUEZ M., C.R. The creative rhochromatics and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia. 2004.
- VASQUEZ M., C.R. The pedagogic of the landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia. 2004.
- VASQUEZ M., C.R. The reality and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2004.
- VASQUEZ M., C.R. The observation and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2004.
- VASQUEZ M., C.R. The semiology and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2004.
- VASQUEZ M., C.R. The predictable and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G.

Pereira. Colombia.2004.

VASQUEZ M., C.R. The creative landscape and the pedagogic painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2004.

VASQUEZ M., C.R. The colors and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2004.

VASQUEZ M., C.R et. al. Deserción en Educación a Distancia en Educación. Aprendizaje y Tecnología. Universidad de Guadalajara. 2005.

VASQUEZ M., C.R. The retrospective of the art of the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2004.

VASQUEZ M., C.R; GONZALEZ R., VM. The visions and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The rhetoric and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The lives on the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The inventio (the identification of the places) and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2005.

VASQUEZ M., C.R; GONZALEZ R., VM. The sustainable and the pedagogic

landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The dominion and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The creativity and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The thoughts and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The viable and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The therapy and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The ranks and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. An Education of the Mathematics. Observations for an interpretation and rhochrematic. Ed. Papiro U.of G. Pereira. Colombia.2006.

VASQUEZ M., C.R; GONZALEZ R., VM. The dispotio (organization by parts) and the pedagogic landscape painting with applications in the mathematics popularization. Ed. Papiro U.of G. Pereira. Colombia.2006.

-
- VASQUEZ M., C.R; GONZALEZ R., VM. Logos (rational coherence) and the pedagogic landscape painting with applications in the mathematics popularization. Journal Rhochromatic Mathématiques. Number 04. Semester 02. ISSN 1900-8007. 2006.
- VASQUEZ M., C.R; GONZALEZ R., VM. Ethos (the character of who produces it) and the pedagogic landscape painting with applications in the mathematics popularization. Journal Rhochromatic Mathématiques. Number 03. Semester 01. ISSN 1900-8007. 2006.
- VASQUEZ M., C.R. Non-Completion in Distance HE in Colombia. The Journal of the World Education Fellowship. New Era in Education. Volume 84. Number 2. ISSN 0028 50 48. 2003.
- VASQUEZ M., C.R. Una Metodología en el proceso de la enseñanza de las matemáticas y su motivación en la geografía física. Seminario Latinoamericano de Geografía Física. Puerto Vallarta, México. 2004.
- VASQUEZ M., C.R. Deserción en Educación. VIII congreso anual de la Academia de ciencias Administrativas. Con una visión internacional, impacto de los cambios estratégicos en el entorno y en las organizaciones. Acapulco, Guerrero, México. 2004
- VASQUEZ M., C.R. Deserción de los centros de Educación. Congreso Internacional. La pedagogía en los albores del siglo XXI: Retos y Perspectivas. Universidad Veracruzana. Xalapa. Veracruz, México. 2004.
- VASQUEZ M., C.R. A Methodology on modernization, development, culture and education for new millennium. XXI CESE conference (Comparative Education Society in Europe), the Danish University of Education, Copenhagen, Denmark, 2004.
- VASQUEZ M., C.R. A methodology in the teaching process of calculus and its motivation. 10th International Congress on Mathematical Education, Copenhagen, Denmark, 2004.
- VASQUEZ M., C.R. La evaluación de los costos universitarios. Universidad Eafit. Medellin. Colombia. 2004.
- VASQUEZ M., C.R. A methodology on modernization, development, culture and education for new millennium and comparative perspectives. International conference, making educational reform happen: learning from the Asian experience and comparative perspectives, Bangkok, Thailand, 2004.
- VASQUEZ M., C.R. A Methodology on modernization, education social justice, and worlds of childhood for new millennia. 2nd. national society for experiential education (NSEE), Icel, 33rd. Annual NSEE Conference and 9th Icel Conference, Miami, Florida, U.S.A.
- VASQUEZ M., C.R. Una metodología en el proceso del área. XXXVII Congreso Nacional de la Sociedad Matemática Mexicana, Ensenada, Baja California, México, 2004.
- VASQUEZ M., C.R. Una metodología en el proceso del área de integración. VII Congreso Estatal y V Regional de Enseñanza de las Matemáticas, Guadalajara, Jalisco, México, 2004.
- VASQUEZ M., C.R. A methodology on modernization, education, social justice and worlds of childhood for new millennium. 12th world Congress on Comparative Education, Havana, Cuba, 2004.
- VASQUEZ M., C.R. A methodology on modernization, education, social justice and lifelong learning for new millennium. 12th world congress on comparative education, Havana, Cuba, 2004.
- VASQUEZ M., C.R. Impact of distance

education in the pedagogic thought of teachers. 12th world congress on comparative education, Havana, Cuba, 2004.

VASQUEZ M., C.R. Desertion in distance education in higher education. 12th world congress on comparative education, Havana, Cuba, 2004.

VASQUEZ M., C.R. The training of instructors for faculty members, modernity, education and experiential learning in the context of lifelong education. 3rd International Conference on comparative education in teacher training. Sofia. Bulgaria. 2005.

VASQUEZ M., C.R. Los Medios de las redes del conocimiento en educación a distancia en educación superior. XXV Congreso PRE ALAS. Centro Universitario de Ciencias Sociales y Humanidades. Universidad de Guadalajara, Guadalajara. México. 2005.

VASQUEZ M., C.R. Evaluación de los Costos en Educación a Distancia y Educación Presencial. Primer Congreso Internacional. Aprender en Tecnologías. CAPTE Vallarta 2005, Centro Universitario de la Costa. Campus Puerto Vallarta. Universidad de Guadalajara. Puerto Vallarta, Jalisco, México. 2005.

VASQUEZ M., C.R. La eficiencia de la administración y los medios de las redes del conocimiento en educación a distancia en educación superior. IX Congreso Anual de Investigación en Ciencias Administrativas. Las Relaciones Interculturales en las Organizaciones y la Gestión de las Diferencias. Academia de Ciencias Administrativas A.C. (ACACIA). Universidad Autónoma de Yucatán. Facultad de contaduría y Administración. Mérida. Yucatán. México. 2005.

VASQUEZ M., C.R. La Educación a Distancia. Cátedra UNESCO en Ciencias de la Educación. Instituto Pedagógico Latinoamericano y Caribeño. (IPLAC).

La Havana. Cuba. 2005.

VASQUEZ M., C.R. Costos en Programas a Distancia y Presenciales bajo la técnica del Break-Even-Point. Universidad EAFIT. Medellín. Antioquia. Colombia. 2005.

VASQUEZ M., C.R. El Impacto de los Costos. II Congreso Nacional y V Encuentro de Estudiantes y Académicos de Postgrado. Tecnológico de Monterrey. Monterrey. N. L. 2005.

VASQUEZ M., C.R. Non-Completion in Distance Education in Higher Education. 3rd International Conference on Education and Information Systems, Technologies and Applications (EISTA 2005). Orlando. Florida. USA. 2005.

VASQUEZ M., C.R. Evaluación de los Costos en Educación a Distancia y en Educación Presencial. 4a Conferencia Iberoamericana en Sistemas, Cibernética e Informática (CISCI 2005). 2005.

VASQUEZ M., C.R. Más allá de la reforma en el Impacto de los Costos en Educación Superior a distancia y Presencial. 5º Congreso Nacional y 4to. Internacional Retos y Expectativas de la Universidad. Tampico. Tamaulipas. México. 2005.

VASQUEZ M., C.R. Development of muslim students attitudinal scale: a methodology on modernization, learning and livelihood for new millennium and comparative perspectives. Comparative Education Society of Asia (CESA). University Kebangsaan Malaysia. Malaysia. 2005.

VASQUEZ M., C.R. Impacto de los costos en educación superior. Seminario del Instituto de Estudios sobre Aprendizaje (IDEA) Centro Universitario de la Costa de la Universidad de Guadalajara. Puerto Vallarta. Jalisco. México. 2005.

VASQUEZ M., C.R. Más allá de la Reforma en el Impacto de la Deserción. Segundo

Congreso Internacional. Aprender con Tecnologías. CAPTE Vallarta 2005. Centro Universitario de la Costa, Campus Puerto Vallarta. Universidad de Guadalajara. Puerto Vallarta, Jalisco, México. 2005.

VASQUEZ M., C.R Taking Advantage of social distributed Learning: A multipurpose On-line Graduate Course. E-Learn 2005. World Conference on E-Learning in Corporate, Government, Healthcare and Higher Education. Victor M. González Romero, Rocío Preciado, María Morfin, Claudio Vásquez. E-Learn 2005. Vancouver B.C., Canadá. 2005.

VASQUEZ M., C.R. Non Completion in Distance Higher Education. E-Learn 2005. World conference on E-Learning in Corporate, government, Healthcare, and Higher Education. Vancouver BC, Canada.

VASQUEZ M., C.R. El impacto de la Educación a Distancia en el Pensamiento Pedagógico de los Docentes en el simposio: El uso de las tecnologías de la Información y la Comunicación en la Educación Superior: Temas Emergentes en la educación a Distancia. VIII Congreso Nacional de Investigación Educativa del Consejo Mexicano de Investigación Educativa, Universidad de Sonora, Ciudad de Hermosillo, Sonora, México. 2005.

VASQUEZ M., C.R. Nociones necesarias para el estudio de los límites. XXXVIII Congreso Nacional de la Sociedad Matemática Mexicana. Instituto Politécnico Nacional Unidad Adolfo López Mateos. Ciudad de México. D.F. 2005.

VASQUEZ M., C.R. Factores Críticos de Costos de Educación a Distancia y en Educación Presencial Universitarios. Claudio Rafael Vásquez Martínez, Víctor Manuel González Romero, María Morfín Otero. Tercer Foro de la Consulta Nacional Diagnóstico, Normatividad y Propuestas Legislativas para la

Educación Comisión de Educación Pública y Servicios Educativos. Gobierno de Jalisco. Guadalajara; México. 2005.

VASQUEZ M., C.R. Factores Críticos de costos de Educación a Distancia y en Educación Presencial Universitarios. Claudio Rafael Vásquez Martínez, Víctor Manuel González Romero, María Morfín Otero. Foro Nacional Financiamiento y Gestión. Anales U. de G. Guadalajara, México. 2005.

VASQUEZ M., C.R. «A Methodology on Understanding the Environment of Mathematics Classroom and Comparative Perspectives». The first International Symposium of Mathematics and its Connections to the Arts and Sciences. Macas I. The University of Education, Schwabisch Gmund, Germany. 2005.

VASQUEZ M., C.R. «A Methodology on Globalization, Learning and Market for New Millennium and Comparative Perspectives» Worldwide Forum for Comparative Education. Beijing Normal University, Beijing, People's Republic of China. 2005.

VASQUEZ M., C.R. Conferencia Magistral. «Metodologías de la Investigación en Docencia Universitaria». Escuela Superior de Administración Pública (ESAP). Desquebradas. Risaralda. Colombia. 2005

VASQUEZ M., C.R. «La Tutoría Académica hacia el Nuevo Milenio» VII Congreso de Tutoría Educativa. U. de G. Guadalajara, Jalisco 2005.

VASQUEZ M., C.R «La Gestión y Evaluación de Costos en Educación a Distancia y Presencial a través de la Técnica «Break-even-point». Claudio Rafael Vásquez Martínez, Víctor Manuel González Romero, María Morfín Otero. XIV Encuentro Internacional de Educación a Distancia. Universidad de Guadalajara. Guadalajara. 2005.

VASQUEZ M., C.R «Deserción en los Centros de Educación a Distancia mediada por la tecnología, dentro la Educación a Distancia en Colombia. Teledu 2005. XI Congreso Internacional sobre Educación Electrónica, Virtual y a Distancia. Cartagena de Indias. Colombia 2005.

VASQUEZ M., C.R «A Methodology in the Teaching Process of Calculus and its Motivation. 10 th International Seminar of Mathematics Education on Creativity Development. Korea Society of Mathematics Education (KSME). Seoul. Korea. 2005.

VASQUEZ M., C.R»A Methodology on Understanding the Environment of Mathematics Classroom and Comparative Perspectives. 10 th International Seminar of Mathematics Education on Creativity Development. Korea Society of Mathematics Education (KSME). Seoul. Korea. 2005.

VASQUEZ M., C.R «A Methodology on Modernization, Learning and Livelihood for new millennium and comparative perspectives». Comparative and Internatinal Education Society (CIES). Stanford University. California. USA 2005.

VASQUEZ M., C.R ET. AL. «Una Metodología sobre la Enseñanza de la Historia de Aportaciones Paradigmáticas en Educación a Distancia». Dr Claudio Rafael Vásquez Martínez, Mtra. María Morfin Otero. Primer Coloquio de enseñanza del Departametro de Historia del Centro Universitario de Ciencias Sociales y Humanidades. Guadalajara, México. 2005.

VASQUEZ M., C.R «Non Completion in Distance Education in Higher Education». International Joint Conferences on Computer, Information and Systems Sciences, and Engineering. International Conference on Systems, Commuting Sciences and Software

Engineering (SCSS 2005). International Conference on Engineering Education, Instructional Technology, Assessment, and E-Learning. (EIAE 2005). Institute of Electrical and Electronics Engineers (IEEE). University of Bridgeport. Bridgeport. Connecticut. U.S.A. 2005.

VASQUEZ M., C.R. ET. AL. «Evaluación de los Costos en Educación a Distancia y Educación Presencial en Educación Universitaria». Dr. Claudio Rafael Vásquez Martínez, Dr Víctor Manuel González Romero, Mtra. María Morfin Otero. Duodécimo Congreso Internacional de Educación Electrónica, Virtual y a Distancia. TELEDUMED 2005. Medellín. Colombia 2005.

VASQUEZ M., C.R Reper cussions in Teacher Training: Non-Completion in Distance Education in Higher Education. Comparative Education and Teacher Training. Volume 4. Bureau For Educational Services and Bulgarian Comparative Education Society. Sofia. Bulgaria. 2006.

VASQUEZ M., C.R. Una Metodología en la inclusión/exclusión de los niños en la educación vitalicia para un nuevo milenio. XI Simposio Interamericano de Investigación Etnográfica en Educación. Universidad de Buenos Aires. Buenos Aires. Argentina 2006.

VASQUEZ M., C.R et. al. Regionalización de los impactos de la Educación a Distancia en el Pensamiento Pedagógico de los Docentes. 6to. Congreso Internacional Retos y Expectativas de la Universidad «El Papel de la Universidad en la Transformación de la Sociedad». Benemérita Universidad Autónoma de Puebla. Puebla. México. 2006.

VASQUEZ M., C.R. et. al. Regionalización de los impactos de la Educación a Distancia. X Congreso Anual de Investigación en Ciencias Administrativas. ACACIA. (Academia de Ciencias Administrativas A. C.) Universidad Autónoma de San Luis

-
- Potosí. San Luis Potosí. México 2006.
- VASQUEZ M., C.R. Impactos en el Pensamiento. Universidad de Puerto Rico. Recinto Piedra. 2005.
- VASQUEZ M., C.R. Impacto en el Pensamiento Pedagógico. Universidad Veracruzana. 2006.
- VASQUEZ M., C.R. Impacto de la Educación a Distancia. Primer Coloquio de Educación a Distancia. Universidad Nacional Autónoma de México. Facultad de Estudios Superiores Aragón. División del Sistema Universidad Abierta y Educación Continua. UNAM. México. 2006.
- VASQUEZ M., C.R. Educación a Distancia. Sistema de Educación Media Superior Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.
- VASQUEZ M., C.R. Virtualidad en la Universidad. Universidad Tecnológica de Pereira. Pereira. Colombia 2006.
- VASQUEZ M., C.R. Deserción en la Universidad. Universidad Tecnológica de Pereira. Pereira. Colombia 2006.
- VASQUEZ M., C.R. Punto de Equilibrio en la Universidad. Universidad Tecnológica de Pereira. Pereira. Colombia. 2006.
- VASQUEZ M., C.R. Metodología de la Investigación y las tesis de Maestría. Universidad Tecnológica de Pereira. Pereira. Colombia 2006.
- VASQUEZ M., C.R. Deserción Universitaria. Universidad Libre. Pereira. Colombia. 2006.
- VASQUEZ M., C.R. La Pintura Rocremática. Casa de la Cultura. Belén de Umbria. Risaralda. Colombia. 2006.
- VASQUEZ M., C.R. Pensamiento Pedagógico. Foro Nacional sobre calidad de la Educación Superior. Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES). Universidad Autónoma Metropolitana. (UAM). México. 2006.
- VASQUEZ M., C.R. Pensamiento Docente. III Congreso Internacional Aprender con Tecnologías. CAPTE. CUC-CUCEA. Universidad de Guadalajara. Puerto Vallarta. México. 2006.
- VASQUEZ M., C.R.; VALENCIA., A. Evaluación de los Impactos de la Educación a Distancia en el Pensamiento Pedagógico de los Docentes. Tercer Coloquio sobre Investigación en Cuerpos Académicos y Grupos de Investigación en Análisis Organizacional. Universidad Autónoma de Nayarit. Ciudad de Tepic. Nayarit. México. 2006.
- VASQUEZ M., C.R.; Pintura Educativa. Sistema de Educación Media Superior Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.
- VASQUEZ M., C.R. La Visión Positiva, Proyecto de Vida y la Computación. Sistema de Educación Media Superior Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.
- VASQUEZ M., C.R.; Impacto del Pensamiento Pedagógico en la Computación y su Metodología Investigativa. Sistema de Educación Media Superior Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.
- VASQUEZ M., C.R. La Economía Política y la Cosmo-Economía. Sistema de Educación Media Superior Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.
- VASQUEZ M., C.R. La Geografía Política,

La Cosmología Política y la Ecopintura. Sistema de Educación de Educación Media Superior. Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.

VASQUEZ M., C.R. La metodología investigativa, la rocremática pedagógica y el pensamiento socrático. Sistema de Educación Media Superior. Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.

VASQUEZ M., C.R. Visión Positiva en la Ecopintura. Sistema de Educación de Educación Media Superior. Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.

VASQUEZ M., C. R. Redacción y Proyecto de Vida en la Ecopintura. Sistema de Educación Media Superior. Escuela Preparatoria Regional de Tecolotlán. Universidad de Guadalajara. Tecolotlán. Jalisco. México. 2006.

VASQUEZ M., C. R. «El Taller de Pintura Educativa». Escuela Preparatoria Regional de Tecolotlán. Sistema de Educación Media Superior. Universidad de Guadalajara. Jalisco. México. 2006.

VASQUEZ M., C. R. «La Educación a Distancia». Conferencia Internacional de Educación a Distancia. Consejo Internacional de Educación Abierta y a Distancia. Universidad de Puerto Rico. Recinto de Río Piedras. Puerto Rico. 2005.

VASQUEZ M., C. R. «P ensamiento Pedagógico». Primer Coloquio de Educación a Distancia. Universidad Nacional Autónoma de México (UNAM) Facultad de Estudios Superiores Aragón. División del Sistema Universidad Abierta y Educación Continua. San Juan de Aragón. Estado de México. 2006.

VASQUEZ M., C. R. «Impacto de la Educación» Foro Nacional sobre Calidad de la Educación Superior. Asociación Nacional de Universidades e Instituciones Educación Superior (ANUIES). Universidad Autónoma Metropolitana. México. D. F. 2006.

VASQUEZ M., C. R. «Impacto de la Educación a Distancia». Mesa de trabajo: Investigación y Desarrollo de Tecnologías para el Aprendizaje. Tercer Congreso Internacional Aprender con Tecnologías. Capte III: CUC-Universidad de Guadalajara. Puerto Vallarta. 2006.

VASQUEZ M., C. R. «Regionalización de los Impactos». Mesa de Trabajo: Investigación y Desarrollo de Tecnologías para el Aprendizaje. Cuarto Congreso Internacional Aprender con Tecnologías. Capte IV. CUC-Universidad de Guadalajara. Puerto Vallarta. 2006.

VASQUEZ M., C. R. «La Educación a Distancia en el Pensamiento Pedagógico». VII Congreso Internacional y X Nacional de Material Didáctico Innovador. Universidad Autónoma Metropolitana. México. D.F. 2006.

VASQUEZ M., C. R. «Evaluación de los Impactos de la Educación a Distancia en el pensamiento pedagógico de los docentes», IX Congreso Internacional sobre Innovaciones en Ciencias Económicas Administrativas. Asociación de Profesores de Contaduría y Administración de México. A. C. Universidad Autónoma de Nayarit. Ciudad de Tepic. Nayarit. 2006.

VASQUEZ M., C. R. «Deserción Académica». Corporación Universidad Libre Seccional Pereira. Pereira. 2006.

VASQUEZ M., C. R. «Análisis en el Impacto del Pensamiento Docente». IV Congreso Internacional de Análisis Organizacional. Red Mexicana de Investigadores en Estudios

Organizacionales. Universidad Autónoma Metropolitana. Universidad Veracruzana. Ciudad Boca del Río. Veracruz. México. 2006.

VASQUEZ M., C. R.; GONZALEZ R., V. M.; MORFIN, M.: «Medición del Rendimiento de la Calidad en Educación a Distancia y Educación Superior en Educación Universitaria». XV Encuentro Internacional de Educación a Distancia. Universidad Guadalajara. Guadalajara. 2006.

VUORI, H. The Mandelbrot echoes: for symphony orchestra. Helsinki. Edition Love. 1998.



THE AUTHORS

SUMMARY

Doctor Claudio-Rafael Vasquez-Martinez
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,
Rochromatics, Strategic Planning,
Costs, Educational Systems and Mathematics
Pedagogy.

COMPLEMENTARY DEVELOPMENT

Dr. Claudio-Rafael Vasquez-Martinez
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 22
1957: Naturalized Mexican December 11
1997: (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 9^o
World Congress of Preventive
Orthodontics, Sao Paulo University,
Brazil, 1995, Lecturer and Prof.
Researcher in methodology in the 9^o
World Congress of Compared
Education, University of Sydney,

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 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, 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 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

CLAUDIO-RAFAEL VASQUEZ-MARTINEZ . Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA

ALEJANDRO BUENROSTRO-HERNANDEZ. Ph. D.
RESEARCHER, UNIVERSITY OF BAJA CALIFORNIA

JORGE-IGNACIO CHAVOYA-GAMA. Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA

MARIA MORFIN-OTERO. Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA

GRACIELA GIRON. Ph. D.
RESEARCHER, UNIVERSITY OF BAJA CALIFORNIA

HUMBERTO MUÑOZ-MACIAS. Ph. D.
PROFESSOR, UNIVERSITY OF GUADALAJARA

LUZ-MARIA ZUÑIGA-MEDINA. M.S.
PROFESSOR, UNIVERSITY OF GUADALAJARA



This book edition was concluded in Puerto Vallarta
in January 2013 in Lithographic Workshops
of Impresos Alfa and collaboration
University of Guadalajara.

Morelos No. 950 Col. Centro C.P. 48300

e-mail: alfamorales@hotmail.com

Puerto Vallarta, Jalisco, Mexico.

ISBN: 978-607-00-6532-3

