

MEE-V

Master in Education

(Edition 2013)

First Semester

Code	Name	CL	L	U	CA	UDC
ED4022	Technology and Innovation in Education	3	0	12	3	3.5
ED4033	Learning Theories in the Educational Context	3	0	12	3	3.5
		6	0	24	6	7

Second Semester

Code	Name	CL	L	U	CA	UDC
OP4006	Elective Course I	3	0	12	3	0
OP5042	Elective I	3	0	12	3	0
		6	0	24	6	0

Third Semester

Code	Name	CL	L	U	CA	UDC
ED4034	Applied Research Project I: Identifying Study-Problems	3	0	12	3	0
OP5043	Elective II	3	0	12	3	0
		6	0	24	6	0

Fourth Semester

Code	Name	CL	L	U	CA	UDC
ED4035	Applied-Research Project II: Methodological Approaches	3	0	12	3	0
OP5044	Elective III	3	0	12	3	0
		6	0	24	6	0

Fifth Semester

Code	Name	CL	L	U	CA	UDC
ED4032	Comparative Education	3	0	12	3	3.5
ED5084	Applied-Research Project III: Analysis of Results	3	0	12	3	0
		6	0	24	6	3.5

Academic credits

- CL** The letter "CL" indicates the number of class-hours per week.
- L** The letter "L" indicates the number of laboratory-hours per week.
- U** The letter "U" represents the equivalent time in courses lasting 15 weeks (semester) and 12 weeks (trimester), of weekly work that the student dedicates to the course to meet its objectives. They include the "class hours", as well as the time dedicated to the student's independent work.
- CA** The letters "CA" represents the number of semester credit hour of the course.
- UDC** Load Units

Program Outcomes

Justification

The Master in Education was designed for the current needs of the knowledge society, by enriching the training of education professionals through their access to innovative pedagogical theories, methodologies, and techniques applicable to different educational levels. The program is conducted through an educational model based on the development of personal and professional skills. The model also integrates the new information and communication technologies (e-learning), which makes it easier for students to study their subjects in digital environments, in a flexible way without limitations of time and space, training professionals to make a positive impact on the solution of educational problems in their communities.

Graduate Profile

The Master's Degree in Education graduate is a leader in the area of education that proposes and executes projects and innovative educational programs in order to contribute to the improvement of its institution's services.

The Master's Degree in Education graduate is a professional that uses teaching and learning strategies to accomplish the curricular objectives efficiently and effectively. He uses his investigation abilities to solve current educational problems.

The Master's Degree in Education graduate is a professional that works under ethical criteria which respects the dignity of students, parents, and colleagues whether they are already members of the educational community or the community at large.

The graduate of this Master in Education program will be able to:

- To solve challenges of contemporary, local, regional and global educational reality, contributing to processes of educational change.
- To Apply the knowledge of Educational Sciences in teaching and learning processes within multiple contexts.
- To Carry out applied educational research as a work tool in their professional practice in business or educational settings, both formal and non-formal.
- To generate new ideas, procedures and techniques in order to identify areas of opportunity and implement solutions jointly with various social actors.
- To incorporate their conception of education into their own intervention project.

Target Audience

The admission profile for the Master in Education program are candidates with completed bachelor degree, from any discipline, interested in teaching and learning processes. Likewise, it is desirable that they are working in a position that allows them to approach different professional scenarios in order to implement their intervention project, thus impacting the solution of multidisciplinary educational problems.

Lines of Generation and Application of Knowledge (LGAC)

Psychopedagogical studies

This line of research involves studies related to learning and teaching in general. From a pedagogical perspective, this line includes studies that involve the curriculum, competency-based education models, instructional design, the use of different teaching techniques and methodologies, and educational evaluation, among others. From a psychological perspective, studies involving different cognitive, affective and motivational processes are included.

Disciplinary studies

This line of research involves studies related to the curriculum and the teaching/learning process of disciplines such as mathematics, natural sciences, engineering, accounting, business, and English, among others. Some specific topics addressed in this line of research are mathematical modeling, problem solving, conceptual understanding, and technological applications to promote the learning of these disciplines.

Sociocultural studies in education

This line of research involves studies that emphasize the sociocultural context in which the educational process takes place. From approaches aimed at specific cultures, to international studies, this line of work includes studies on the social construction of knowledge, intra and interdisciplinary, collaboration networks, communities of practice, connectivism, dialogism, social inclusion, multi and interculturality, moral and ethical, school violence and educational policy, among others.

Campus that offer this program

Campus	Number of periods offered	From	Closed for new students
Programas en Línea	Complete	Semester Aug - Dec 2013	

Last update: 04/April/2017

Graduate Requirements

To obtain a specialty degree, a master's degree or Ph. D. degree at Tecnológico de Monterrey, students are required to:

1. Have completely finished the undergraduate cycle prior to passing the first course in the curriculum of the specialty, master program, medical residency, or doctoral program.
2. Have fulfilled, in compliance with existing standards, the academic prerequisites of the corresponding program, through proficiency tests or the corresponding remedial courses.
3. Have obtained a bachelor degree—with the antecedent of high school or its equivalent—that is equivalent to those offered by Tecnológico de Monterrey.
4. Have covered all the courses in the given curriculum, either by passing the courses at Tecnológico de Monterrey or by obtaining revalidation or equivalence agreements—in compliance with the standards—corresponding to part of the courses taken at other institutions, and passed the remaining courses at Tecnológico de Monterrey. Courses taken at foreign universities with which there are agreements are considered, for the effects of this article, as courses taken at Tecnológico de Monterrey, as long as they do not exceed a set percentage of the curriculum established by each graduate program.
5. In those curricula that so specify, to have prepared a research project or thesis that, having been defended before an academic committee, has been approved by said committee.
6. Have taken at least the equivalent of the second half of the corresponding curriculum at Tecnológico de Monterrey, in the case of students with revalidation or equivalence agreements at this level. Flexibility may be exercised in this standard in graduate programs that, under agreement, may be established jointly with other universities.
7. For doctoral programs, have published (or have proof of acceptance for publication), in an indexed journal, at least one paper on a topic related to the student's research project.

Last update: 21/July/2017