



## AUTONOMUS UNIVERSITY OF AGUASCALIENTES

### MASTER IN EDUCATIONAL RESEARCH

#### PROGRAM<sup>1</sup>

#### I. PROGRAM IDENTIFICATION

Responsible academic center:	Center for Social Sciences and Humanities
Responsible academic department:	Education
Modality:	On-Campus
Level:	Master
Program orientation:	Training for scientific research
Program engagement:	Full time
Duration:	2 years (4 semesters)
Academic credits:	160
Type of academic program	Institutional program
Approval date by the HUC <sup>2</sup> :	June 2021

#### II. QUALITY CERTIFICATIONS

National:	National Posgraduated System (SNP) <b>Level:</b> Consolidated
International:	Ibero-American Postgraduate University Association (AUIP)

#### III. PROGRAM OBJECTIVE

Train researchers in the educational field who contribute with their professional activity to the knowledge of the educational phenomenon, as well as to its improvement.

#### IV. LINES OF RESEARCH

- 1 Basic Intellectual and Academic Competences in Upper Secondary and Higher Education
- 2 Educational Evaluation and Teaching Practice Studies
- 3 Institutions and Actors of Higher and Higher Secondary Education

#### V. APPLICANT AND GRADUATE PROFILE

Date of actualization: December 2022

<sup>1</sup> (Web version)

<sup>2</sup> Honorable University Council

<b>APPLICANT</b>	<b>GRADUATE</b>
<p><i>Knowledge in:</i></p> <ol style="list-style-type: none"> <li>1. Basics on the educational phenomenon (those provided by a degree in education or related fields).</li> </ol>	<p><i>Knowledge in:</i></p> <ol style="list-style-type: none"> <li>1. Epistemological: on the paradigms that support educational research.</li> <li>2. Theoretical: on the disciplines that provide knowledge of education as an object of study.</li> <li>3. Methodological/technical: on the educational research process.</li> <li>4. Contextual: about education, its policies, processes, practices, and results.</li> <li>5. The academic writing process: writing scientific texts.</li> <li>6. Main means of dissemination of research results (regular publications of prestige in education and academic events).</li> <li>7. Strategies for disseminating information to research users.</li> </ol>
<p><i>Skills</i></p> <ol style="list-style-type: none"> <li>1. For the analysis and synthesis of information from various sources.</li> <li>2. Reading comprehension at a critical level.</li> <li>3. Reading comprehension of general and narrative texts in English.</li> <li>4. Ability to communicate effectively both orally and in writing. For the interpretation of basic statistics and tables or figures.</li> </ol>	<p><i>Skills for:</i></p> <ol style="list-style-type: none"> <li>1. To generate knowledge through rigorous and quality research that responds to relevant problems of the state and national educational system.</li> <li>2. To disseminate and disseminate research results both to potential users of the research and to the academic community.</li> </ol>
<p><i>Attitudes</i></p> <ol style="list-style-type: none"> <li>1. Commitment to the field of education.</li> <li>2. Liability.</li> <li>3. Honesty.</li> <li>4. Favorable towards the study.</li> </ol>	<p><i>Attitudes:</i></p> <ol style="list-style-type: none"> <li>1. Criticism of knowledge.</li> <li>2. Favorable both towards collaborative and independent work.</li> <li>3. Commitment to the public welfare.</li> <li>4. Of honesty in his work as an educational researcher.</li> </ol>

## VI. ADMISSION AND SELECTION REQUIREMENTS

### Admission

For admission to the MIE, applicants will undergo a rigorous selection process. The Admission Profile (PI) is the foundation of this process that begins with the publication of a Call addressed to potential applicants. It is important that this is made known at every opportunity, so that the interested parties have enough time to access the process. The dissemination strategy should consider the different media, both traditional and those of social networks; In addition, it must be characterized by its opportunity, membership, coverage, effectiveness and attractiveness, since the most suitable candidates can be selected to study at the MIE.

## VII. CURRICULAR ORGANIZATION AND STRUCTURE OF THE PROGRAM

### Program organization

Formation axis	# of subjects	% of subjects	Credits	% of credits
Discipline	4	26.7	32	21.3
Methodological	7	46.7	47	31.3
Research	4	26.7	59	39.3
Complementary activities			12	8.0
<b>Subtotal</b>		<b>100</b>	<b>150</b>	<b>100</b>

### Curricular map

Ejes de formación	Semester/Subjects			
	First	Second	Third	Fourth
<b>Discipline</b>	Educational research	Contributions of psychology to education		
	The National Educational System	Contributions of sociology to education		
<b>Methodological</b>	Search and systematization of information	Techniques for obtaining quantitative information	Quantitative information analysis	
	From the question to the research design	Techniques for obtaining qualitative information	Qualitative information analysis	Preparation of scientific articles
<b>Research</b>	Research seminar I	Research seminar II	Research seminar III	Research seminar IV
<b>Complementary activities</b>	Optatives and activities			

## **VIII. PERMANENCE REQUIREMENTS**

The permanence of students in this postgraduate course is conditioned to:

- Attend punctually all activities scheduled in each of the semesters of the MIE.
- Approve all the courses, workshops and comply with the activities that complement the training in each of the semesters that are taken. According to the General Teaching Regulations, in its Art. 33, the student will only have two opportunities to pass the subject, if he does not pass it, he will be dropped from the postgraduate course.
- Register your thesis project, before the Dean of the Center for Social Sciences and Humanities, at the beginning of the second semester.
- Present thesis advances in subsequent seminars until concluding with the so-called Corrections Seminar in which the draft of the thesis must be presented.
- Maintain a general average equal to or greater than 8.0 each semester.
- In case of not having accredited the foreign language exam at admission, meet this requirement in the first year from the registration to the program.
- Comply with what is indicated in Art. 163. Obligations of students in terms of compliance with laws and regulations in force at the UAA, as well as with the established disciplinary measures.

## **IX. REQUIREMENTS FOR OBTAINING THE DEGREE**

- • Have covered 100% of the credits indicated in this Study Plan, in the times established by institutional regulations.
- • Obtain a minimum overall grade point average of 8.0
- • Have an article in the process of review derived from their thesis and the student should be considered the first author and the tutor who is a member of the Basic Academic Nucleus or a paper sent for presentation at a local, national or international academic event, referred to as the corresponding author (or responsible).
- his thesis work.
- • Have the approval of its Tutorial Committee for the reproduction of the thesis and have carried out the corresponding procedures to carry out the degree exam.
- • Comply with the format requirements and academic conventions indicated in the Manual for the preparation of reception work in postgraduate programs: thesis or practical work.
- • Comply with the requirements established by the School Control Department of the UAA.
- • Present and defend the thesis in a public degree exam and pass it on time and in accordance with the General Teaching Regulations of the Autonomous University of Aguascalientes.

## X. BASIC ACADEMIC CORE

Grado	Nombre	Institución del último grado	Cuerpo académico	S.N.I.	Línea de investigación/ Sub-líneas por docente
Doctorado	Salvador Camacho Sandoval	U. de Chicago	Actores e instituciones en EMS	-	IA de EMS y S
Doctorado	Daniel Eudave Muñoz	Interinstitucional (Sede UAA)	Competencias intelectuales y académicas básicas	-	CIAB de EMS y S***
Doctorado	Víctor Manuel González Esparza	Universidad de Tulane	Historia de la cultura, de la sociedad y de las instituciones de México	I	IA de EMS y S
Doctorado	Victoria Eugenia Gutiérrez Marfileño	Interinstitucional (Sede UAA)	Actores e instituciones en EMS	-	EE y EPD
Doctorado	Ana Cecilia Macías Esparza	ITESO	Competencias intelectuales y académicas básicas	-	CIAB de EMS y S
Doctorado	David Alfonso Páez*	CINVESTAV-IPN	Competencias intelectuales y académicas básicas	C	CIAB de EMS y S
Doctorado	Rubí Surema Peniche Cetzal*	U. de Granada (España)	Actores e instituciones en EMS	I	IA de EMS y S
Doctorado	María Guadalupe Pérez Martínez*	University of York (United Kingdom of Great Britain)	-	I	EE y EPD
Doctorado	Guadalupe Ruíz Cuéllar	Interinstitucional (Sede UAA)	-	I	EE y EPD
Doctorado	Víctor Hugo Salazar Ortíz	UNAM	-	C	CIAB de EMS y S

\* Profesores del programa *Cátedras CONACyT* que se integran a las LGAC como colaboradores, y obtienen su grado de SNI a partir de enero 2018

\*\* Actores e instituciones en EMS y Superior.

\*\*\* Competencias Intelectuales y Académicas Básicas en Educación Media Superior y Superior.

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\*\*\*\* Evaluación Educativa y Estudio de la Práctica Docente.

## XI. FLEXIBILITY OF THE STUDY PROGRAM

In this Study Plan, flexibility is present in the academic, curricular and pedagogical dimensions. The first appears because the institutional organization itself favors interdisciplinarity, in this way, the participation of teachers from different areas of knowledge enriches the training of the educational researcher.

Curricular flexibility is present in the set of elective courses that make up the Axis of complementary activities. Within the framework of this, MIE students select, according to their interests and academic needs, educational experiences that contribute to complement their training as researchers in the educational field. This also favors mobility, since the student has the opportunity to access courses from other educational programs, either from the UAA or from another national or foreign institution, both face-to-face, blended and online; as well as the possibility of doing stays in other HEIs, according to institutional regulations. Another feature of curricular flexibility is materialized in the minimal seriation that exists between the courses of the MIE Study Plan. The research seminars of the program are the only serial courses because, as a whole, they suppose a gradual and cumulative achievement of learning around the product (thesis) with which they will obtain the degree. In this way, it is congruent with one of the senses of flexibility, which is to avoid as much as possible obstacles to the transit of students throughout their study plan. Por otro lado, estos espacios de formación para la investigación cuentan, a partir del segundo semestre, con una carga crediticia mayor que permite al estudiante dedicar un buen número de horas al

desarrollo de su trabajo de investigación (tesis).

La flexibilidad pedagógica del Plan de estudios de la MIE se traduce en las distintas modalidades en las que se imparten los cursos (presencial, semipresencial y en línea), en las distintas formas de organizar la enseñanza (cursos teóricos, coloquios, talleres y cursos tutoriales) y en el uso de metodologías de enseñanza y evaluación activas que favorecen, cada vez más, la autonomía del aprendizaje en los estudiantes.



**Dr. Francisco Javier Avelar González**  
Rector

**Dra. In Admin. Maria del Carmen Martinez Serna**  
General Director of Research and Postgraduate

**Prof. Maria Zapopan Tejeda Caldera**  
Dean of the Center for Social Sciences and Humanities

**Dr. Francisco Javier Pedroza Cabrera**  
Secretary for Research and Graduate Studies  
at the Center for Social Sciences and Humanities

**Dr. Cesar Gerardo Zavala Peñafior**  
Head of the Department of Education

**Dr. Victoria Eugenia Gutiérrez Marfileño**  
Coordinator of the Curriculum Redesign Committee  
and LGAC professor/researcher  
Institutions and Actors of Higher and Higher Secondary Education

**Dr. Guadalupe Ruíz Cuéllar**  
Professor/researcher at the LGAC Educational Evaluation  
and Study of Teaching Practice

**Dr. David Alfonso Páez**  
Professor/researcher at the LGAC Basic Intellectual  
and Academic Competences in Secondary and Higher Education

**Dr. Rafael Santana Hernandez.**

Dir. Of the Dept. of Education University  
of Las Palmas de Gran Canaria  
External consultant

**Master Pilar González Martínez.**

INEE Deputy General Director in Aguascalientes  
employer sector

**Aaron David Arenas Ledesma**

Graduated from the MIE Program.  
Generation 2015-2017

**Oliveria Esperanza Hernandez Garcia**

Student of the MIE Program.  
Generation 2017-2019