

**Athens Institute for Education and Research  
ATINER**



**ATINER's Conference Paper Series  
EDU2016-2152**

**The Improvement of the Educative Level That the National  
Quality Graduate Program Promotes In Mexico:  
Perceptions of Professors in the Specialty of Endodontics**

**Myriam Mercedes Espinosa de los Monteros Godínez  
Phd Student  
University of Guadalajara  
Mexico**

**Martha Judith Arias Merino  
Research Professor  
University of Guadalajara  
Mexico**

**Martha Elena Vázquez Arias  
Phd Student  
University of Guadalajara  
Mexico**

An Introduction to  
ATINER's Conference Paper Series

ATINER started to publish this conference papers series in 2012. It includes only the papers submitted for publication after they were presented at one of the conferences organized by our Institute every year. This paper has been peer reviewed by at least two academic members of ATINER.

Dr. Gregory T. Papanikos  
President  
Athens Institute for Education and Research

This paper should be cited as follows:

**Espinosa de los Monteros Godínez, M. M., Arias Merino, M. J., and Vázquez Arias, M. E. (2016). "The Improvement of the Educative Level That the National Quality Graduate Program Promotes In Mexico: Perceptions of Professors in the Specialty of Endodontics", Athens: ATINER'S Conference Paper Series, No: EDU2016-2152.**

Athens Institute for Education and Research  
8 Valaoritou Street, Kolonaki, 10671 Athens, Greece  
Tel: + 30 210 3634210 Fax: + 30 210 3634209 Email: info@atiner.gr URL:  
www.atiner.gr  
URL Conference Papers Series: www.atiner.gr/papers.htm  
Printed in Athens, Greece by the Athens Institute for Education and Research. All rights reserved. Reproduction is allowed for non-commercial purposes if the source is fully acknowledged.  
ISSN: 2241-2891  
02/03/2017

**The Improvement of the Educative Level That the National Quality Graduate Program Promotes In Mexico: Perceptions of Professors in the Specialty of Endodontics**

**Myriam Mercedes Espinosa de los Monteros Godínez**  
**Phd Student**  
**University of Guadalajara**  
**Mexico**

**Martha Judith Arias Merino**  
**Research Professor**  
**University of Guadalajara**  
**Mexico**

**Martha Elena Vázquez Arias**  
**Phd Student**  
**University of Guadalajara**  
**Mexico**

**Abstract**

One of the policies that Mexico has designed to improve the level of its graduate programs is the National Graduate Quality Program (NGQP), implemented by the federal government to provide resources to Higher Education Institutions (HEI). The NGQP promotes continuous improvement and quality assurance of national graduate programs to increase the scientific, humanistic, technological, and innovation capacities of the country.

Method: It was addressed through a quality approach from the perception of the professors in the specialty of Endodontics at the University of Guadalajara, about the quality improvement that the NGQP promotes. A series of semi-structured interviews were conducted, recorded, transcribed, and later analyzed.

Results: All participants interviewed are involved in the recognition process by the NGQP. For the professors improving the quality is related to an improved infrastructure, the acquisition of work equipment, an academic upgrading and economic incentives for both graduate professors and students.

Conclusion: From the perspective of professors in the program, being part of the NGQP certainly improves the quality of educational. However, they consider that the criteria for evaluation are too generalized and an adjustment is required for the professional graduate programs such as this one.

**Keywords:** professional graduate program, quality improvement, public funding, public policy.

## **Introduction**

Mexico provides public and private dental training in 151 faculties and schools of dentistry. With a general registration for the 2012 51,487 estimated students enrolled in both public and private universities.

Despite having a large number of dental professionals there are various problems to respond to oral health problems of the population, as in Mexico prevailing high rates of oral diseases (mainly caries and periodontal disease). At the scientific level Endodontics, such as specialty, has evolved introducing improvements in the fields of dental materials, instruments, the use of new software and laser techniques, among others, these advances are oriented to provide better care to patients with cutting edge clinical and ethical criteria to incorporate a new philosophy of preventive dentistry using procedures increasingly less invasive. P. UDG

The specialty of Endodontics of the University of Guadalajara, the main center of higher education in the West of Mexico, general objective is to train human resources highly trained professional practice of this dental area, committed socially with clinical care and solving problems of oral health of pulp diseases and periapical; able to work in interdisciplinary teams and academic networks in health in areas nationally and internationally, through a practice with a sense of ethical, reflective and humanist.

One of the substantive in the universities tasks is assessing the quality where it is seen as important to analyze and evaluate the quality towards the interior of the institutions, to assess the social impact of the given education and the trend in the improvement of oral health of the population problems.

Talk about quality education, it is not easy, because it deepens into a field where the unification of criteria is difficult to achieve since it contains value judgments. Initially it is convenient to consider that quality is a term that was used in the organizational sphere and market, where granted qualities of a product or merchandise.

So it is necessary to point out that the evaluation of the quality applied to education is an integral process, where different actors involved and that develops in a complex context. Orozco, Olaya & Villate (2009, p.170) propose that the quality of education is: "a set of instrumental action to catch the quality of education as an objective fact, to be treated with the same criteria that are taken into account in the production systems of the market economy".

To evaluate the quality of education, it is relevant to analyze the strategies and guidelines that have been made in the case of education in Mexico.

One of the public policies that are designed in Mexico to improve the quality of graduate programs is the National Graduate Quality Program (NGQP). It is part of the public policies to the quality of the national postgraduate that the National Council of science and technology (CONACYT) and the Secretariat for higher education of the Ministry of education have promoted continuously since 1991. It was implemented by the federal Government to provide resources to the institutions of higher education (HEI). The NGQP promotes continuous improvement and the assurance of the quality

of the postgraduate course national, to increase scientific, humanistic and technological capabilities and innovation in the country.

In total, Mexico has 127 institutions registered in the NGQP 1470 programs. There are only 9 institutions offering postgraduate's quality in the dental area. So greater efforts are required to promote the inclusion of other dental postgraduate programs in educational institutions of the country and the health sector.

The purpose of this study was to explore the quality of the education of the specialty in Endodontics of the University Center of Sciences of the health (CUCS) of the University of Guadalajara, from the perception of the actors involved in the educational process. In particular, attention focused on the perception that teachers have on the recognition process and criteria of evaluation of the NGQP.

### **Framework**

The graduate is, in general, a key factor for the development of science and technology, as well as for the production and distribution of knowledge, culture of ethical principles and moral values among the students and society. Its evolution in the world, has been subject to their own development of the higher education and science and technology, as well as the respective policies, promoted and implemented by the authority or body doomed to those effects, mainly located in the public administration. Care and concern for quality, efficiency, access, competitiveness and equity, Mexico graduate programs is prevailing, so the policies that govern them, organize, credited and recognized have been the subject of numerous studies and research that from different perspectives, analyze consistency, relationship and relevance of the same.

The study of educational programs as the NGQP is essential when it comes to educational quality of the postgraduate course in Mexico, then this program is a source of important funding for institutions of higher education (HEI).

Cardoso & Cerecedo (2011) point out that the criteria of evaluation of the NGQP insisted both on the production technology and the productive apparatus, which has been generated a lack of connection between certain areas. Given this, the authors argue that it is "necessary to establish criteria and indicators for each area of knowledge that consider the nature and orientation of graduate programs". They also recommended an assessment of programs with the intention of reviewing its quality continuously.

In relation to the importance of inter and multidisciplinary, Zorrilla (2010) mentions that a communication link between three of the main actors of education policy there is. Thus, the politicians responsible for the formulation of public policy do not consider important research, while researchers are outside the limitations and political conditions. For their part, the teachers, the final link of this organizational scheme, receive policies as something "finished", without the possibility of feedback between any of these actors.

With the accusations made, it is made palpable to the complexity of the postgraduate course in Mexico is a reality that faces challenges both academic and administrative, that engage aspects of management and politicians, because despite several attempts by the Government, through various agencies and programs to promote decentralization and recognize the academic quality of the same tools that facilitate the improvement of the graduate are still missing. One of them is the knowledge of the perceptions on the part of actors involved in the educational process. Hence, this research, seeks to provide a different approach, in the view of the teachers.

## Methodology

The present study addressed the quality of education from the perspective of teachers, through a case study. The democratic House analysis (2000) has been considered the participation of the majority of the members of a case study.

The data collection was performed by nine teachers who comprise the five basic academic cores, three specializing area and the Coordinator of the specializing in Endodontics of the University Center of Health Sciences of the University of Guadalajara by means of a semi-structured interview was divided into three sections, the first concerning the General data of the teacher the second to its relationship with the recognition of the PNPc and the last with regard to their perception of the evaluation criteria (improvement of the quality of education, Plan of studies, students, academic staff, infrastructure, needs to improve quality)

Approach during the series of interviews was conducted through a thematic Guide, these were recorded, transcribed and analyzed in content.

## Results

**Table 1.** *General Information about Teachers Specializing in Endodontics*

TEACHING	SENIORITY IN THE INSTITUTION	RELATIONSHIP WITH PNPc RECOGNITION	RECOGNITION PNPc DESCRIPTION
D1	25 years	Postgraduate Professor and coordinator of the dental specialties of CUCS	The program has to have a number of teachers with a master's degree, doctorate and Full time job.
D2	14 years	It collaborates with publications of articles and a textbook	Being academic qualified, minimum a master, making publications and papers among professors and students.
D3	6 years	Formulation of programs considered to be a complicated process and somewhat tedious	The program had to adjust to two years and had to do an interview in Mexico City

D4	25 years	Had interference in the previous recognition instead of the current process	Previous attempts of recognition laid the groundwork so that the current would be successful, the most complex challenge the follow-up of graduates
D5	18 years old	It captures all data up to the platform of CONACYT	The core academic teachers must be certified and students must be graduating through the thesis that will be based on the LGAC
D6	4 years	He worked in the Organization document capture	Unknown process
D7	18 years old	Process in which all teachers are involved	Review of the programs of each subject
D8	35 years	Has had no relationship with the process, only works at the specialty clinic	Carrying out the Coordinator, and that known is that it is arduous and time consuming process
D9	18 years old	He is the Coordinator of the graduate	Learn about the process in depth and mentioned the series of evidence must be presented

Source: Authors' elaboration

The coordination of specialty has support technical or administrative which assisted to the graduate in this task, is not the own Coordinator and some teachers who make this task. For some participants, this process is complex because it involves administrative procedures that require time and dedication. However, they agree to comply with the criteria and categories of evaluation that the program requires since it is the main strategy for the allocation of resources to this postgraduate course on the part of the federal Government.

**Table 2.** *Perception of Teachers in the Specialty of Endodontics over the Improvement of Quality of the PNPC*

TEACHING	IMPROVING QUALITY WITH PNPC
<b>D1</b>	From that one more semester increased by CONACYT program, you can see the increase in the students' skills in clinical work.
<b>D2</b>	Improvement was achieved thanks to the support of CONACYT, that equipment was purchased.
<b>D3</b>	The graduate went from being stuck to being a featured and endorsed program.
<b>D4</b>	The recognition creates an obligation to improve, both for students and for teachers.
<b>D5</b>	The improvement is evident because of the pressure to meet the evaluation criteria.
<b>D6</b>	It has improved the academic update, and the acquisition of equipment
<b>D7</b>	Happens gradually, and who must assess this aspect are the students
<b>D8</b>	It has improved but with much work.
<b>D9</b>	Due to the need to adapt to the criteria of evaluation is achieved that quality will improve.

Source: Authors' elaboration

The participants expressed that the graduate has improved in general. The improvement of the quality, according to the perception of teachers, is also through the acquisition of equipment, even though it is a necessity for such programs, which is through economic incentives conditioned to certain criteria of evaluation compliance, makes that there are pressures and internal tensions.

In this sense, García (2009), claims regarding the NGQP:

A program that regulates, prosecuted and classifies graduate programs and their quality; However, it has led to distortions, greater differentiation and diversification processes in the growth pattern of the education sector which, translates into evaluation indicators, generate practices of competition and simulation that made prevailing economic benefit and material on programs and institutions whose historical and material foundations have been the best (p.161).

Other teachers consider being students who should determine and assess the quality of education in the specialty.

*“In the end who can appreciate it more because they would obviously be the students”*

**Table 3.** *Perception of Teachers, Plan of Studies*

TEACHING	ADMISSION	TITRATION	FOREIGN LANGUAGE
D1	Completely meet the requirements of admission and they seem correct, points out that it could also be considered a practical exam	From entering PNP, titration is using the thesis, and that factor does not improve the academic quality of the graduate.	Fundamental need at least the translation of articles in foreign language.
D2	It is considered that in addition to the institutional requirements is fundamental to the personal interview which is delves into the features of personality such as teamwork, decision-making and responsibility.	Titling a way to link student and teachers comply with the obligation to publish and cover with this endpoint.	Obligation that the student read and translates English, due to which the literature of the area is usually in this language.
D3	Teacher knows the requirements and he considers them to be positive, he added that students should not enter who does not have enough knowledge to get in, just by the institutional	The thesis option which promotes the publication of articles, and students often seek to carry out clinical work rather than making investigation.	Criterion is a positive, valuable tool for the academic quality of the student.



	policies..		
D4	Meet every requirement of admission, says it would add an English course or an examination to make sure that the student has dominion over this language.	A It is very important to focus on academic quality not only by the obligation to comply with the criterion.	Fundamental and indispensable criterion.
D5	He recounted in a brief and concise manner the requirements for admission but didn't add any aspect to improve them.	A thesis is the quality and the urgent need to be published, and forces everyone to participate in research projects.	Very successful criterion.
D6	It is aware of the complete form of the process, enrollment of the greater to select the best students.	A favorable opinion, promotes research and since it is something new, has had to adapt to change.	Learning English abroad should be in their perception.
D7	He is aware of everything related to the course. Enrollment should be longer.	Criterion regardless if it is student-friendly will be dedicated to teaching or not, promoting the scientific production and therefore the improvement of the academic quality of the program.	Basic ability which students should count.
D8	. Favorable criterion and know it in detail	Good degree with a thesis option, since it is a different aspect to which they are accustomed (work clinically).	Two languages in addition to Spanish, due to the large amount of literature in these languages are needed.
D9	Meet each of the requirements of admission and points out that of these only the mastery of a language other than Spanish is endpoint of CONACYT, and that each institution is free to assign admission requirements which seem better.	According to the request by CONACYT's degree by thesis, students comment that graduate has professional orientation more than research. However teacher emphasizes that, thanks to this criterion, students can be better prepared.	Positive since one of the objectives of the graduate is internationalization.

Source: Authors' elaboration

The table above shows three evaluation criteria that are also part of the admission process, type of degree and mastery of a foreign language, included in the curriculum.

In the first criterion concerning the admissions process teachers know the procedure at depth because they all participate in the same. They perform a preparatory course with duration of two weeks: the first addresses basic subjects in the area of Health Sciences; in the second, Endodontics-specific issues. Every day a topic is exposed and the next day applies an examination of what the previous day.

The Academic Board conducts an interview where the student exposes the motives for entering the specialty and they are valued skills of the student such as availability of team work and commitment to the institution. Another item that is considered is the average Bachelor's degree and a foreign language test.

The majority of the teachers considered that the process is given to select students (grades, course enrollment, and interview)

The second analyzed criterion, degree with a thesis, has been one of the points with the most disagreement.

While there are teachers who believe that doing a thesis work does not improve academic quality, there are others who believe that it is a new form that has improved research.

In our case, the specialty is a program with professional orientation in which students conduct clinical work and a thesis which results from research work. The same teachers state that they are not in disagreement to investigate, but their orientation is different, they also recognize that if the student obtains basic knowledge in research can continue their graduate studies or have a career in teaching.

Some participants considered that the fundamental objective of the specialty is to perform clinical training, and downplay the improvement of academic quality to carry out research work.

The third criterion that involves the mastery of a foreign language, found that all teachers without exception are in full agreement with this approach, since most of the literature that is queried is in another language, particularly English.

**Table 4.** *Perception of Teachers. The Graduate Students*

<b>Teaching</b>	<b>Subjects Optional</b>	<b>Number Of Supported</b>	<b>Mobility</b>	<b>Selection Of Tutors And Advisors</b>	<b>Time Of Dedication</b>
D1	There are optional subjects but the Coordinator decides which ones are the best for the students. It would be better if the students chose according to their needs.	It is a matter of space, the graduate, not only are classrooms, but places in the clinic, an ideal number would be 10, and there have been occasions that have admitted	Very friendly, just experience that should take care of the right time which is carried out so that the student has sufficient knowledge to make	Since it is a new process, the Academic Board has not deliberated it, allocations have been by order of list and to give	He says that time is necessary.

		up to 14.	comparisons between graduate programs.	freedom to the student would be beneficial.	
D2	It is considered as a success, your comment was very brief.	The current number of 12, is convenient, they already have the necessary facilities	It is a good point of comparison to find out how they are with regard to the postgraduate course that they will visit.	The Coordinator assigns them the criterion to choose them.	Dedication time is an important point, as it promotes the quality and 1 graduate works more than anywhere else, with respect to the hours in the clinic.
D3	Unaware that they exist.	It is a good number according to the space available at the clinic.	Criteria and activity that is new, and has been extremely favorable, it allows observing other forms of work.	Procedure performed by affinity, and based on the LGAC in which teachers work.	It is fundamental to be full time, make the most of both theory and clinical hours.
D4	Criteria that seem irrelevant.	It would only select 10 students, since plants sometimes suffer damage.	Activity which favours much improving the quality, and recommended that it is done not only at the national level.	Recognized academic degree of the teacher to assign him a student.	Students do not have distractions that are full time.
D5	Favorable for academic improvement.	According to the number of students admitted and that there are enough teachers to for them.	Criterion that helps students explore other forms of work, what benefits and improve their professional quality.	There is no a specific dynamic to follow, the important thing is to stick to the LGAC	While more time to devote to the graduate you will be reflected in better quality in their clinical work.
D6	It is not very aware of the issue.	Appropriate, with regard to the number of professors number.	Experience that helps the student	The way in which the process is unknown.	Full time dedication is necessary.
D7	They are important to develop the personal	Based on the physical space of the facilities it is	The best view is the students.	The Coordinator appoints each student	Total agreement on the full-time job.

	interests of the students.	considered appropriate to this number.		with the guardian that he decides.	
D8	It is unknown there are electives.	Based on the number of teachers that is suitable the number of admitted students	Improve academic quality, because you can compare one graduate with another.	The coordinator does this based on the student-teacher affinity and on the topic of thesis.	An adequate preparation both clinical and theoretical requires full-time dedication.
D9	Is recommendation of CONACYT, which the student can define his school career.	Based on the infrastructure ideally would be 8 or 10, this quota is currently relining.	Very enriching process, allowing students to learn other forms of work.	It involves academic staff and that each tutor meets a single student.	It is sufficient, and that also will be considered the work of review of research which is not necessarily face to face.

Source: Authors' elaboration

First step, optional subjects, 5 teachers considered these subjects to favour the academic quality of specialty and that they can help develop the personal interests of the students.

The second step, the number of students admitted, is determined on the basis of available space to work at the clinic, as well as the ability to give attention to the students. Most of the teachers considered that the ideal number of students admitted to this postgraduate course is between eight and ten.

The third criterion that was reviewed was student mobility. All participants expressed the academic stays conducive to the academic development of the students; allow them to compare other institutions with their own. Of course review the best time (academic) for the stay.

*“Know people, they relate to teachers, with other students, with teammates, then to me it makes me very good idea”*

The fourth criterion that was analyzed is the selection of tutors and advisors of the thesis. Normally the allocation of tutors is a function of the Academic Board. However, some teachers recognize the benefit for students to choose the tutor, both academic and personal affinity. In this postgraduate course, tutors are assigned personally to the research work and in the clinic has with advisers, who work on a permanent basis and can be accessed either by the students.

The last criteria in this category is the time of dedication to students, which is fundamental to achieving the hours of clinical work, as well as the hours of class.

Teachers perceived in general that is appropriate and that although they recognize that it is tiring at times, it is important to acquire knowledge and skills.

**Table 5.** *Perception of Teachers. Infrastructure: Facilities and Information Technology and Communication (TICs) the Graduate.*

Teaching	Facilities and instruments	TIC
<b>D1</b>	Due to the orientation of the graduate, it is important that it has facilities for clinical development, and that in this case the facilities are poor.	Tool that promotes the development and academic quality, wide access to which hereby is, there is much support for this criterion.
<b>D2</b>	Appearance of first necessity, if there is no team, develops quality.	Options that allow students to acquire more information that leads them to improve their quality and their knowledge to learn the latest in research.
<b>D3</b>	Very important criterion for the development of clinical skills, in the graduate, there are very good facilities, although we need to invest still more.	Unlikely to see an improvement of academic quality without the use of such tools.
<b>D4</b>	Criterion which influences ultimately with the quality of the graduate, and that should also consider spaces for teachers.	It is important that the student can use these resources, and that sometimes they can't exploit it correctly.
<b>D5</b>	When the equipment is not in good condition, no doubt the quality it not better, since the graduate has its foundations in the clinical area.	Resource that improves the quality of any graduate.
<b>D6</b>	The facilities are in good condition this encourages the student to be updated.	Basic tool.
<b>D7</b>	Lack of space to perform clinical work does not advance in the quality of the specialty.	The institution has granted facilities to the respect of these resources.
<b>D8</b>	Facilities and equipment provide and facilitate the better development of clinical work, which is the reason for the specialty.	Today is you cannot do without this type of resource.
<b>D9</b>	Priority criteria for the specialty	Resource in which some subjects are based and which undoubtedly promotes the quality of the student.

Source: Authors' elaboration

All teachers, are in agreement that the infrastructure is important for the quality of the postgraduate course, specifically in relation to the facilities, in this case in particular "the graduate clinic".

With financial support through the NGQP, has acquired new equipment and improved the maintenance of the existing equipment.

All teachers interviewed contend that the improvement in clinical impact directly and favorably for improving you the academic quality of the postgraduate course.

Concerning the TI all teachers, expressed the need to provide this type of tools, both for students and for teachers and have their own area of literature.

## Conclusions

This work intended to give voice to those involved in the educational process, as it is directly above them in those same policies are implemented , because these translate into evaluation criteria.

Having obtained all this information provides a precedent in this area of knowledge, since there is some previous research that addresses a dental graduate, much less a program of Specialization in Endodontics. Surely this opens the possibility to continue this line of research at a national and international level, where it can be given a similar treatment even larger scale.

Each evaluation criterion analyzed provides even minimally to improving the quality of the Specialty in Endodontics, there are few more significant such as the preparation of faculty, facilities and equipment.

Most of the times thesis objective is publication but it should focus on professionalizing the graduate student.

## References

- Arredondo, V., Pérez, G., & Morán, P. (2006). Políticas del posgrado en México [Postgraduate policies in Mexico]. *Reencuentro* (45), 1-21. Retrieved from: <http://bit.ly/2mheDSX>.
- Arredondo, V. & Navarro, D. (2012). Un marco normativo y de políticas públicas para el desarrollo del posgrado en México [A normative framework and public policies for the development of postgraduate studies in Mexico]. In S. Reynaga, M. L. Chavoya. (Coords.) *Diversas miradas sobre los posgrados en México*. (pp 11-40). México. Universidad de Guadalajara
- Asociación Nacional de Universidades e Instituciones de Educación Superior. Retrieved from: <http://anuies.org.mx>
- Cardoso, E., Cerecedo, M. (2011). Propuesta de indicadores para evaluar la calidad de un programa de posgrado en Educación [Proposal of indicators to evaluate the quality of a postgraduate program in Education]. *Revista Electrónica de Investigación Educativa*, 13(2), 68-82. Retrieved from: <http://bit.ly/2lZhgGh>
- Flores- Crespo, P. (2008). Análisis de la política pública en Educación: línea de investigación [Analysis of public policy in Education: research line]. Universidad Iberoamericana. Retrieved from: <http://bit.ly/2lWGM0p>
- Flores-Crespo, P. (2009). Investigación educativa y políticas públicas en México: una relación amorfa y elusiva [Educational research and public policies in Mexico: an amorphous and elusive relationship]. *Revista Electrónica Sinéctica*, Julio-Diciembre, 1-13.

- Fonseca, J. (2007). *Modelos cualitativos de evaluación [Qualitative evaluation models]*. *Educere, Meridad*. 11(38), 427-432. Retrieved from <http://bit.ly/2mOnFDi>.
- García, J. (2009). Las políticas y los programas de posgrado en México. Una dinámica de contrastes entre 1988 y 2008 [Policies and graduate programs in Mexico. A dynamics of contrasts between 1988 and 2008]. *Sociológica*, 24(70), 153-174. Retrieved from: <http://bit.ly/2mIse2G>
- González, L. (2009). Estudio de casos bajo el enfoque transdisciplinar [Case study under the transdisciplinary approach]. *Multiciencias*. 9, 1-22. Retrieved from: <http://bit.ly/2lg6zIK>.
- González, L. (2002). La mejora de la calidad educativa. Síntesis de una búsqueda [The improvement of educational quality. Synthesis of a search]. *Sinéctica* 20(Enero-junio), 35-39. Retrieved from: <http://bit.ly/2mOoUm1>.
- Hernández, M. L. (1998). Políticas estatales en materia de evaluación [State evaluation policies]. In *Tres décadas de políticas del Estado en la educación superior. Asociación Nacional de Universidades e Instituciones de Educación Superior*, 101-132. Retrieved from <http://bit.ly/2lgdlaR>.
- House, E. (2000). *Evaluación, ética y poder [Evaluation, ethics and power]*. España. Ediciones Morata.
- Mora, A. (2004) La evaluación educativa. Conceptos periodos y modelos [Educational evaluation. Concepts periods and models]. *Revista electrónica Actualidades investigativas en educación* 4(2), 1-28. Retrieved from: <http://bit.ly/1xZIWPF>.
- Orozco, J., Olaya, A., Villate, V. (2009) ¿Calidad de la educación o educación decalidad? Una preocupación más allá del mercado [Quality of education or Education without quality? A concern beyond the market]. *Revista iberoamericana de educación*. 51, 161-181. Retrieved from: <http://bit.ly/2IWC82G>.
- Oviedo, G. (2004). La definición del concepto de percepción en psicología con base en la teoría gestalt [The definition of the concept of perception in psychology based on Gestalt theory]. *Revista de Estudios Sociales*. (18), 89-96. Retrieved from: <http://bit.ly/2mIta7x>.
- Stake, R. (1999). *Investigación con estudios de caso [Research with case Studies]*. Madrid, España: Ediciones Morata. Obtained from: <http://bit.ly/2lvk1xc>.
- Stenhouse, (1980). *The Study of Samples and the Study of Cases*. *British Educational Research Journal* 6(1). Retrieved from: <http://bit.ly/2mcj2pE>. DOI: 10.1080/0141192800060101
- Yin, R. (1989). *Case Study Research: Design and Methods*. Newbury Park, CA: Ed. Sage.
- Zorrilla, M. (2010) Investigación educativa, políticas públicas y práctica docente. Triángulo de geometría desconocida [Educational research, public policies and teaching practice. Triangle of unknown geometry]. *Revista Iberoamericana, sobre calidad eficacia y cambio en educación*. 8(2), 75-92. Retrieved from: <http://bit.ly/2IWNTpK>.