

NEW EDUCATIONAL MODEL TEC21



Tecnológico
de Monterrey

Today's Agenda



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graph LR; A[Today's Agenda] --> B[1 Why a New Educational Model?]; A --> C[2 What is TEC21 Educational Model?]; A --> D[3 4 Pillars of TEC21]; A --> E[4 TEC21 Structure]; A --> F[5 TEC21 Evaluation];
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Why a New Educational Model?

2

What is TEC21 Educational Model?

3

4 Pillars of TEC21

4

TEC21 Structure

5

TEC21 Evaluation

Why a New Educational Model?

- World rapidly changing
- Easy and cheap access to online learning
- Student's new profile
 - Creative
 - Autodidactic
 - Questioning traditional paradigms, requiring meaningful learning
 - In need of a transformative experience



TEC21 MODEL will enable students to perform jobs of the future and tackle the new challenges of tomorrow

**What is TEC21
EDUCATIONAL MODEL?**



Click in Tec's logo to watch a video of our new educational model

What is TEC21 EDUCATIONAL MODEL?

A challenge-based educational model which develops competencies that will enable students to face up the opportunities and challenges of the 21st century creatively and strategically.

What are Competencies?

Competencies are defined as the conscious integration of knowledge, skills, attitudes and values that allow to successfully face both structured and uncertain situations.

Types of Competencies

Disciplinary Competencies

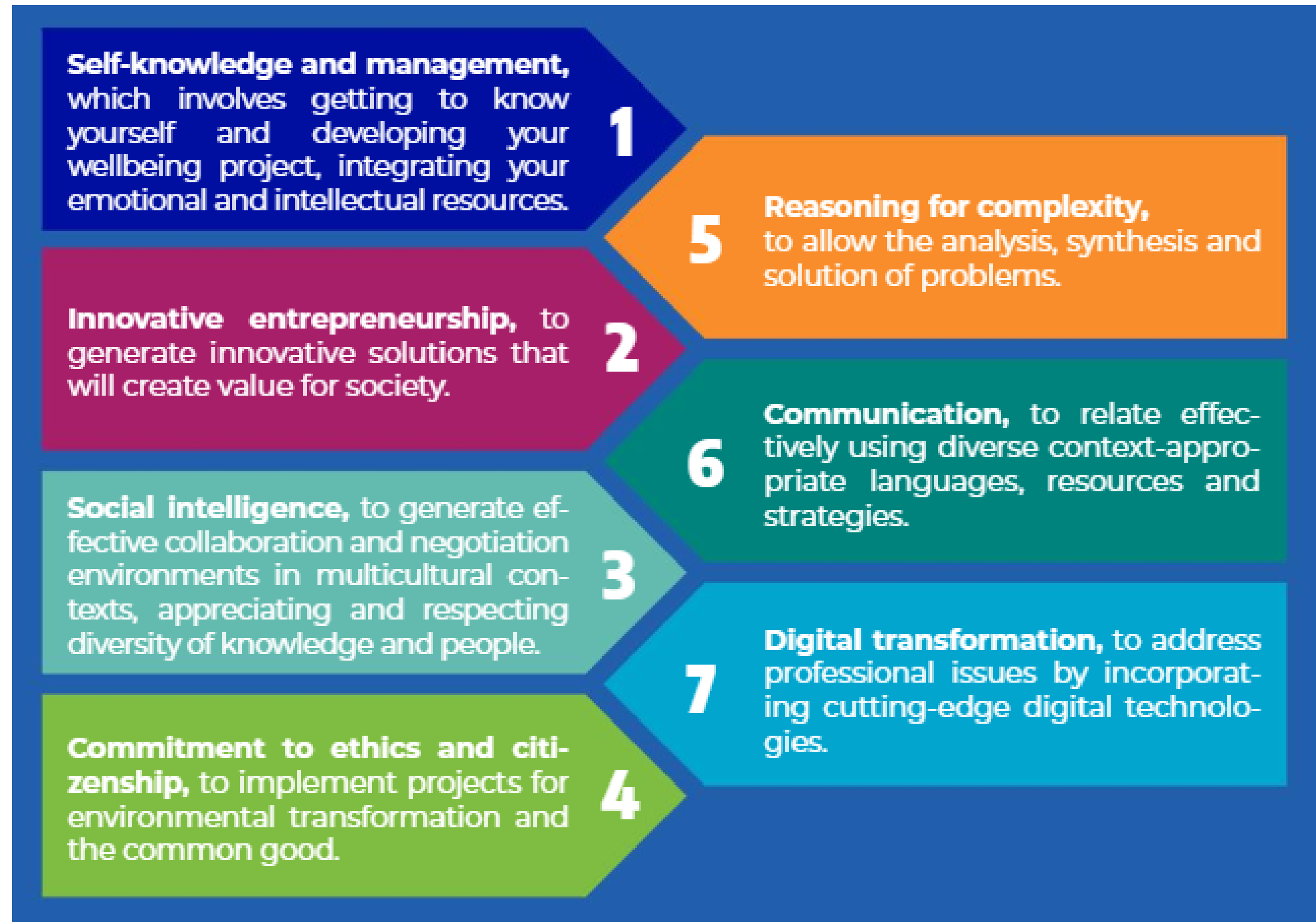
Disciplinary competencies refer to all those knowledge, skills, attitudes and values that are considered necessary for professional practice.

Transversal Competencies

Transversal competencies are developed throughout the training process of any discipline; they are useful for the life of the graduate and have a direct impact on the quality of the exercise of the profession

Transversal Competencies

These are competencies for life that are embedded across all disciplines.



Competencies that would make each student unique!

4 Pillars of TEC21



**Challenge
Based Learning**



**Inspiring
Professors**



**Flexibility and
Customization**



**Memorable
Experience**



Challenge Based Learning

What is a Challenge?

A challenge is an experiential experience designed to expose the student to a challenging situation in the environment to achieve specific learning objectives.

Students will solve the challenges with a set of personal and technological resources and tools, and the advice of faculty, who would accompany them throughout the process.

It is based on Experiential Learning whose principle is that students learn better when they actively participate in open learning experiences, instead of passively intervening in structured activities

The added value of TEC21 is that its challenges are linked with a real formative partner.



Flexibility and Customization

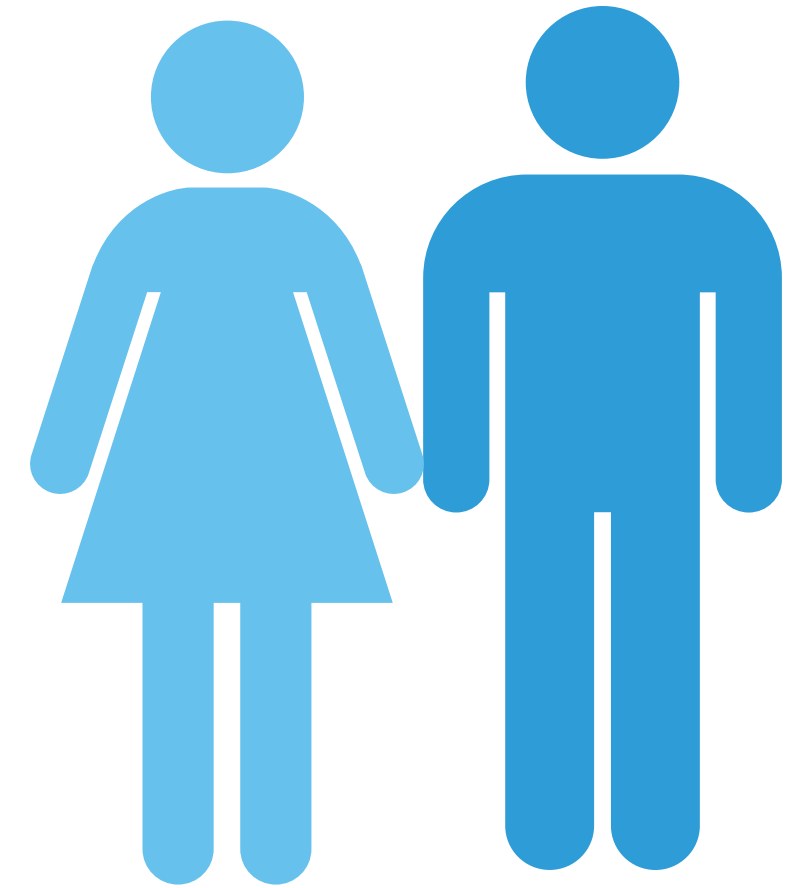
TEC21 offers the student meaningful choices in the process of professional formation in the areas of what, how, when and where of their professional training process. These elements are reflected in the curriculum and learning experiences.

The student will be able to start their university studies by choosing a disciplinary area, thus from the first semester, they will explore their profession and aspects of other careers, with the intention that they have the possibility of evaluating various alternatives before making a final decision.





Inspiring Professors



Adviser

Accompany, advise and monitor students in the process of solving the challenge

Mentor

Guides, advises and accompanies students throughout their career

Lecturer

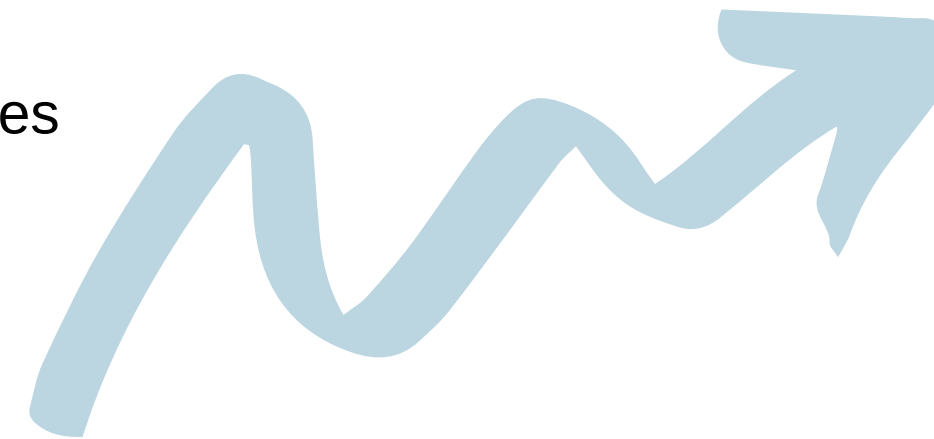
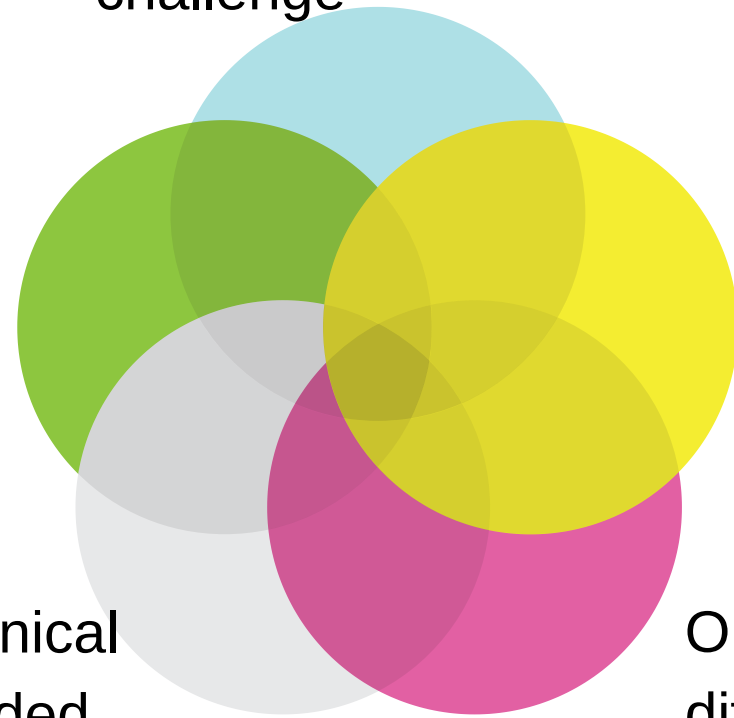
Designs and imparts technical and practical content needed to resolve a challenge

Challenge Designer

Designs, plans and documents the challenges throughout the student training process

Evaluator

Organizes and implements the different processes for assessing student learning, which should allow certification of the development of competencies





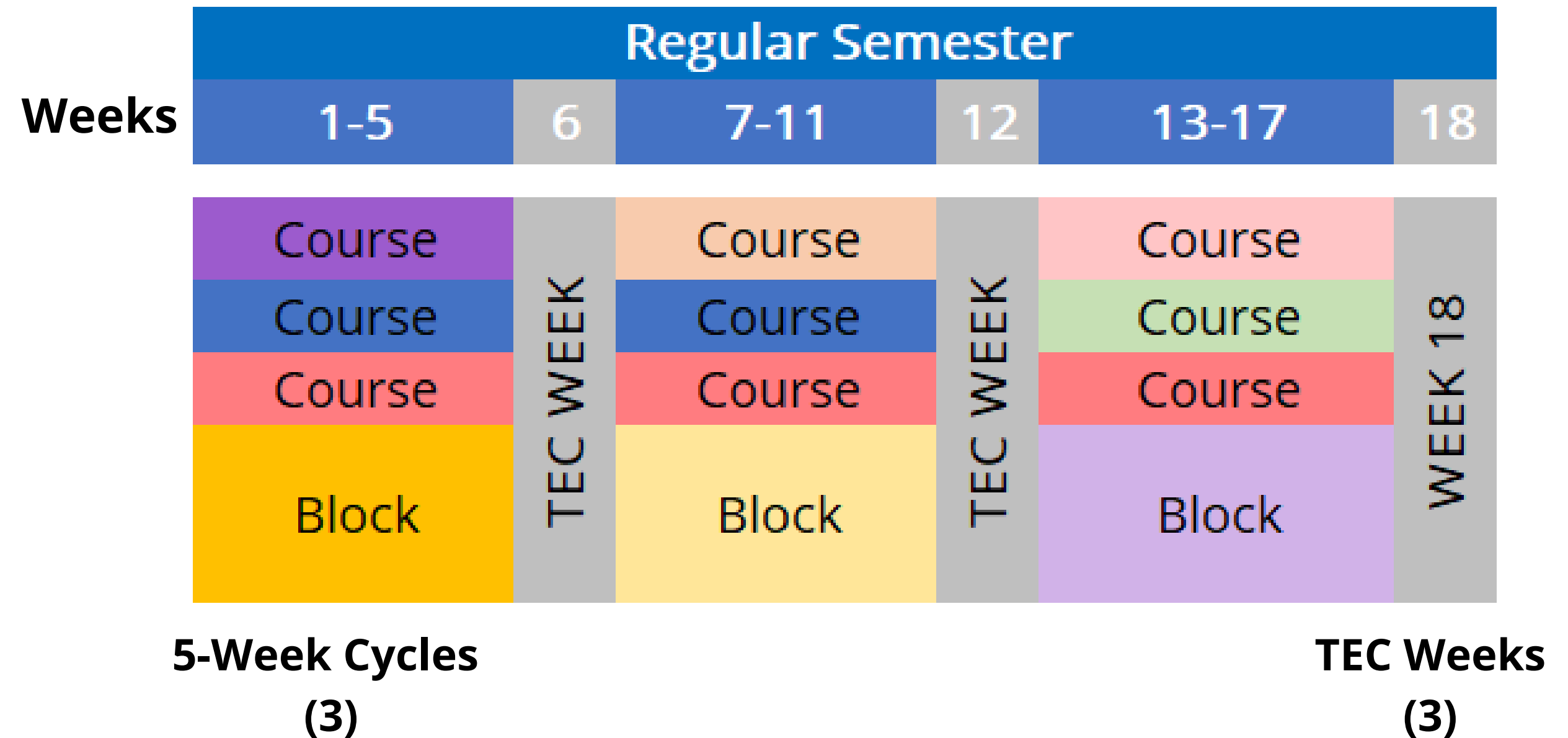
Memorable Experience

Co-curricular programs contribute to form part of student's growth experience that fosters the comprehensive training of students and the achievement of memorable college life.

Students can participate in these activities voluntarily, or in a structured way, during their courses or in TEC Weeks



TEC21 MODEL Semester Structure



Educational Units:

- **Courses:** Traditional courses that can last 5, 10 or 15 weeks
- **Blocks:** Contains challenges connected to reality + theoretical modules
- **TEC Weeks:** Specifically aimed at developing transversal competencies also known as competencies “for life”. In addition, during Week 18, degree-seeking students will receive feedback on their progress in their development, this reflection will allow the students to adjust their goals.

TEC21 MODEL Semester Structure

- CL** Indicates the number of class hours per week.
- A** Indicates the number of sessions of supervised learning activities or laboratory hours per week.
- SH** Represents the number of study hours outside the classroom
- CA** Represents the number of semester credit hours of the course.

Courses			Week 1 - 5	Week 7-11	Week 13-17	CL	A	SH	CA
Code		Description							
Courses	EM1009	Business Model Innovation	5 Weeks			3	1	4	1
	RH1004	Talent Management Process	5 Weeks			3	1	4	1
	EH1013	Cultural Heritage of Mexico	15 Weeks			3	1	4	3
	AD1016	Business communication		5 Weeks		3	1	4	1
	CD1005	Statistics for business		5 Weeks		3	1	4	1
	CD1004	Decision Support Analysis			5 Weeks	3	1	4	1
	D1029	Business Law			5 Weeks	3	1	4	1
B-Blocks	EM1001B	Creating Prototypes	5 Weeks			9	3	12	3
	MT1001B	Marketing Insight to Develop Strategies		5 Weeks		9	3	12	3
	CF1001B	Financial Management			5 Weeks	9	3	12	3

15

Class Hours
(CL)

+

5

Supervised
Learning Activity
Hours (In the
Classroom)
(A)

+

20

Study Hours
(Outside the
Classroom)
(SH)

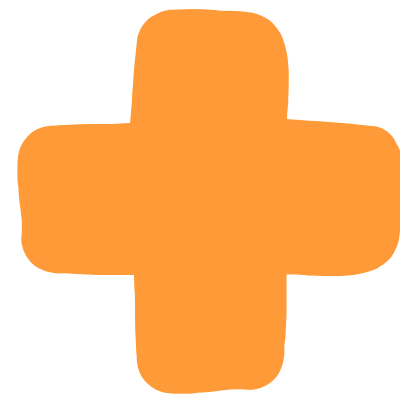
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TEC Credit
(CA)

**Evidence of the
Evaluation of
Sub-
Competencies**
(Transversal +
Disciplinary)

50% or more



**Traditional
Learning
Activities**

50% or less



**Final Grade of
Course or Block**

100%

**Evaluation at
TEC21**

Example:

Marketing insights for strategy development MT100B

Evidences	Sub-Competencies	Evaluation Criteria	% Grade
Empathy map, including consumer insights and user persona of the market segment identified	Representation and visualization levels A and B. (Competence: Business intelligence)	Data representation in guided business cases.Descriptive visualization with computing aids, Effective visual presentations.50% Dynamic reports and digital graphics in stimulating business. Predictive visualizations. 50%	30%
	Marketing intelligence, level A. (Competence: Markets and Business Opportunities)	Identification of market needs. Formulating research questions. The distinction in the different secondary research techniques. 51% Recognition of information analysis patterns. Obtaining and analyzing secondary information 49%	
Basic Marketing Plan	Marketing Plan, level A. (Competence: Markets and Business Opportunities)	Basic marketing plan design (34%) Measurement variable description (33%) Identification of strengths and weaknesses (33%)	30%
	Innovation, level A (Competence: Innovative entrepreneurship)	Opportunity detection. Creative solution 50% Prototype development. Prospective analysis 50%	
Traditional Academic Activities		Activities, Assignments, Cases, Exams	40%
Final Grade			100%



Campus Toluca

La Dirección de Servicios Escolares del Instituto Tecnológico y de Estudios Superiores de Monterrey del campus o de la entidad que se indica, certifica que el alumno cuyo nombre aparece en este documento aprobó, en los periodos escolares indicados, las materias que abajo se enumeran.

Este certificado es válido y original únicamente si lleva el sello realizado del Instituto y las firmas de las autoridades correspondientes, registradas ante la Secretaría de Educación Pública.

Los estudios amparados por este certificado tienen validez oficial en todo el país, de acuerdo con el Decreto Presidencial del 24 de julio de 1952, publicado en el Diario Oficial de la Federación el 12 de septiembre de 1952 y el Acuerdo No. 3438 expedido por el Secretario de Educación Pública el 28 de febrero de 1974 y publicado en el Diario Oficial de la Federación el 5 de marzo del mismo año. El Tecnológico de Monterrey está acreditado por la Comisión de Universidades de la Asociación de Escuelas y Universidades del Sur de Estados Unidos para otorgar títulos profesionales y grados académicos de maestría y doctorado.

Comuníquese con la Comisión de Universidades en la dirección 1866 Southern Lane, Decatur, Georgia 30033-4097, o llame al (+1) 404-679-4500, para preguntas sobre la acreditación del Tecnológico de Monterrey.

Los cursos se desarrollan en semestres de 18 semanas o en cursos intensivos con duración de 5 semanas. Los semestres se inician en agosto y en febrero. Los cursos intensivos se inician en junio y enero se imparten en número de horas igual al de los semestres. Algunos programas de graduados se imparten en periodos trimestrales de doce semanas de duración. Los trimestres comienzan en enero, abril y septiembre. La escala de calificaciones es de 1 a 100. La calificación mínima para aprobar un curso es 70.

Nombre del Alumno DiegoFecha 31 de Mayo de 2021 Número de matrículaEste certificado se expidió en Toluca, Estado de México

Luis Alberto López Monreal
Este certificado ampara estudios de ARQUITECTO

Nombre del curso	Calificación	Créditos	Nombre del curso	Calificación	Créditos
Agosto - Diciembre 2019			Agosto - Diciembre 2019		
Metodologías de investigación para proyectos de diseño	86	6	La conceptualización del espacio, su teoría y su historia	92	3
Optativa de matemáticas y ciencias (Fundamentación de sistemas biológicos)	83	3	Representación de la arquitectura y su construcción	90	3
Métodos de diseño	95	6	Tópico de exploración (Tenso estructura)	95	3
Febrero - Junio 2020			Febrero - Junio 2021		
Creatividad y diseño	94	9	Arquitectura y contextos	95	4
Técnicas de representación espacial y de imagen	93	9	-----		
Optativa de humanidades y bellas artes (Patrimonio cultural de México)	92	3	Este es un certificado parcial y ampara 12 (doce) Unidades de formación del plan de estudios de Arquitecto (Plan 2019).		
Agosto - Diciembre 2020					
Optativa de liderazgo, emprendimiento e innovación (Emprendimiento e innovación)	80	3			
Diseño y construcción de un hábitat efímero	70	6			
AL FRENTE					

Evaluation at
TEC21

Transcript

Thank you!



Tecnológico
de Monterrey



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