Abstract

Modular Education System (SEM) has operated in FES Zaragoza, and has been characterized for using traditional methods of education; across the time, academic community has not differentiated SEM, from the Educational Model Institution. They have not specified its characteristics, and have considered module as a set of subjects. The previous thing is far much, from the original approach of the above mentioned System. The objective of the research was to know the perception that teachers have about SEM and the application in educational practice. The method used was cuáli-quantitative, using inductive qualitative analysis and the square Chi. The majority of teachers in FES Zaragoza have interpreted SEM considering the particularities of each one career, and all of them consider it to be in force.

Keywords

modular, educational model, educational practice