



Temas actuales de investigación en las áreas de la Salud y la Educación

Comps.

José Carlos Núñez
M^a del Carmen Pérez-Fuentes
M^a del Mar Molero
José Jesús Gázquez
África Martos
Ana Belén Barragán
M^a del Mar Simón

Edita: SCINFOPER

Temas actuales de investigación en las áreas de la Salud y la Educación

Comps.

José Carlos Núñez Pérez
M^a del Carmen Pérez-Fuentes
M^a del Mar Molero Jurado
José Jesús Gázquez Linares
África Martos Martínez
Ana Belén Barragán Martín
M^a del Mar Simón Márquez

© Los autores. NOTA EDITORIAL: Las opiniones y contenidos de los textos publicados en el libro “Temas actuales de investigación en las áreas de la Salud y la Educación”, son responsabilidad exclusiva de los autores; así mismo, éstos se responsabilizarán de obtener el permiso correspondiente para incluir material publicado en otro lugar, así como los referentes a su investigación.

Edita: SCINFOPER

ISBN: 978-84-697-7125-9

Depósito Legal: AL 2314-2017

Imprime: Artes Gráficas Salvador

Distribuye: SCINFOPER

No está permitida la reproducción total o parcial de esta obra, ni su tratamiento informático, ni la transmisión de ninguna forma o por ningún medio, ya sea electrónico, mecánico, por fotocopia, u otros medios, sin el permiso previo y por escrito de los titulares del Copyright.

Educación y estrategias de aprendizaje

CAPÍTULO 1

<i>Percepciones de maestros de nivel primario de educación sobre compromiso</i>	
Daiana Yamila Rigo.....	23

CAPÍTULO 2

<i>El diseño en comunidades de aprendizaje como estrategia para la resolución de conflictos</i>	
Margarita Pino-Juste.....	31

CAPÍTULO 3

<i>Formación del profesorado en Metodologías Activas desde Plataformas interactivas</i>	
María Consuelo Sáiz-Manzanares, María del Camino Escolar-Llamazares, Raúl Marticorena-Sánchez, César I. García-Osorio, y Miguel Ángel Queiruga-Dios.....	39

CAPÍTULO 4

<i>Funcionamiento ejecutivo, estrategias de aprendizaje y rendimiento en universitarios</i>	
Ana Belén García Berbén, Luis M. García Moreno, Gloria Álvarez Bernardo, y Miriam Romero López.....	45

CAPÍTULO 5

<i>La influencia de la función ejecutiva en la prevalencia de quejas subjetivas de memoria en universitarios</i>	
Raquel Martín Ríos.....	53

CAPÍTULO 6

<i>Estudio sobre la creatividad y metacreatividad en un aula de educación infantil</i>	
María Sanahuja Blasco y Carmen María Muñoz Herrera.....	59

CAPÍTULO 7

<i>Percepção da aprendizagem online no ensino superior: Edstudo de caso</i>	
María de Fátima Goulão.....	71

CAPÍTULO 8

<i>Motivación intrínseca y extrínseca en una muestra de universitarios mexicanos</i>	
Ana Lilia Banda Castro.....	79

CAPÍTULO 9

<i>La edad no limita el aprendizaje: El cerebro plástico</i>	
Susana Agudo Prado, Alejandro Rodríguez Martín, e Isabel Rosal Fraga.....	87

CAPÍTULO 10

<i>Innovación educativa mediante el uso de metodologías activas y estrategias de pensamiento visible en la formación inicial del profesorado</i>	
Ruth Pinedo González, Noelia García Martín, y Manuel Cañas Encinas.....	93

CAPÍTULO 11

Social intelligence: The effect of time and school year

Cátia Marques, Maria do Céu Taveira, Mara Leal, y Lucy Melo-Silva..... 101

CAPÍTULO 12

Importancia del tipo de centro educativo, rural o urbano, en los determinantes motivacionales

Ana M^a de Caso Fuertes 109

CAPÍTULO 13

¿Existen diferencias Motivacionales en el paso de la Educación Infantil a la Educación Primaria?

Gloria Navas Fernández y Ana María de Caso Fuertes 117

CAPÍTULO 14

Sentido y alcance de la educación personalizada en el siglo XXI: especial consideración de la Universidad

Valentín Martínez-Otero Pérez 125

CAPÍTULO 15

Competencias profesionales del profesorado de música en educación primaria

María Salgado García..... 133

CAPÍTULO 16

Diferencias en la motivación de los niños según tipo de centro educativo infantil: Público vs privado/concertado

Jana Blanco Fernández y Ana María de Caso Fuertes..... 139

CAPÍTULO 17

La influencia de la motivación en los resultados en lectura y escritura en educación infantil

Noelia Losada Pérez y Ana M^a de Caso Fuertes 147

CAPÍTULO 18

Investigaciones entorno al modelo Cultuaula

Cristina Di Giusto Valle, Andrea Arnaiz García, Patricia Guerra Mora, y Maria Eugenia Martin Palacio..... 153

CAPÍTULO 19

Relaciones entre los modelos culturales y ergonómicos en contextos educativos: Investigaciones desarrolladas

Patricia Guerra Mora, María Eugenia Martín Palacio, Cristina Di Giusto Valle, y Andrés Fernando Avilés Davila..... 159

CAPÍTULO 20

El enfoque por competencias en el espacio europeo de educación superior: Algunas controversias y retos pendientes

José Juan Carrión-Martínez, María del Mar Fernández-Martínez, y Rafaela Gutiérrez-Cáceres..... 165

CAPÍTULO 21

Diseño del instrumento de evaluación de la cultura emprendedora en profesores: Estudio piloto

Juan Pablo Pizarro Ruiz, Patricia Guerra Mora, Laura Rubio Rubio, y Andrea Arnaiz García..... 173

CAPÍTULO 22

Escritura de textos síntesis en el contexto universitario: el papel del autoconocimiento de la tarea y de la estrategia

Patricia Robledo Ramón 181

CAPÍTULO 23

Prácticas docentes en el desarrollo de competencias en Educación Infantil

Rafaela Gutiérrez Cáceres, Carmen María Hernández Garre, y Antonio Luque de la Rosa..... 189

CAPÍTULO 24

La identidad sonora de Galicia en los libros de texto de Educación Primaria

María Fouz Moreno 197

CAPÍTULO 25

El conocimiento metacognitivo de las tareas de síntesis en el contexto universitario: Cómo promover su mejora

Olga Arias Gundín y Patricia Robledo Ramón 207

CAPÍTULO 26

La educación musical superior como objeto de investigación en la última década: Revisión de las publicaciones indexadas en la web of science entre 2007 y 2016

Alejandro Vicente Bujez y María Teresa Díaz Mohedo 215

CAPÍTULO 27

Intervención parental de nivel 2 para la mejora de las habilidades escritoras en edades tempranas

María Arrimada, Fátima Olivares, y Raquel Fidalgo 223

CAPÍTULO 28

Las comunidades profesionales de aprendizaje como eje estratégico del liderazgo inclusivo

M^a Asunción Romero López y Emilio Crisol Moya 231

CAPÍTULO 29

Métodos de evaluación de rutinas de pensamiento: Aplicaciones en diferentes etapas educativas

Noelia García Martín, Manuel Cañas Encinas, y Ruth Pinedo González237

CAPÍTULO 30

La formación de la dirección como clave para el desempeño de un liderazgo eficaz

Marina García-Garnica.....245

CAPÍTULO 31

Claves de la formación profesional continua para el liderazgo escolar

Lina Higuera-Rodríguez253

CAPÍTULO 32

Estudio de la motivación y la implicación en el aula como variables predictoras del rendimiento académico en estudiantes universitarios

Patricia Mesa-Gresa y Lorena González García.....259

CAPÍTULO 33

Evaluación formativa apoyada en Kahoot

Marta Soledad García Rodríguez, Susana Molina Martín, y Javier Fombona Cadavieco267

CAPÍTULO 34

La relación entre el estatus sociométrico y el ajuste escolar en una muestra de estudiantes de educación secundaria

Arantza Fernández-Zabala, Lorea Azpiazu Izaguirre, Naiara Escalante Mateos, y Ana Zuazagoitia Rey-Baltar.....273

CAPÍTULO 35

Validación de una rúbrica de evaluación: utilidad, validez y capacidad predictiva sobre las competencias implicadas en la construcción de instrumentos de medida psicológicos

María del Castillo Fuentes, Laura Galiana, y Laura Badenes-Ribera.....281

CAPÍTULO 36

El aprendizaje colaborativo multimedia y la regulación social en estudiantes universitarios mexicanos

Santiago Roger Acuña y Gabriela López Aymes287

CAPÍTULO 37

Programa de matemáticas usando la estrategia de instrucción cognitiva de facilitación de la planificación en estudiantes con baja planificación

Fernando Tellado González, Manuel Deaño Deaño, Sonia Alfonso Gil, Sandra Limia González, Aida Ramos Trigo, y Martina Ares Ferreirós293

CAPÍTULO 38

Programa de escritura de facilitación de la planificación en estudiantes con NEE y dificultades de aprendizaje

Sandra Limia González, Manuel Deaño Deaño, Sonia Alfonso Gil, Aida Ramos Trigo, Fernando Tellado González, y Martina Ares Ferreirós 301

CAPÍTULO 39

Programa de matemáticas de inferencia inductiva basado en los procesos PASS para estudiantes de 2º grado de Educación primaria

Sonia Alfonso Gil, Manuel Deaño Deaño, Sandra Limia González, Aida Ramos Trigo, Fernando Tellado González, y Martina Ares Ferreirós 309

CAPÍTULO 40

Programa lector de inferencia inductiva basado en los procesos cognitivos PASS en estudiantes de grado 2 con riesgo de dificultad lectora

Aída Ramos Trigo, Manuel Deaño Deaño, Sonia Alfonso Gil, Sandra Limia González, Fernando Tellado González, y Martina Ares Ferreirós 317

CAPÍTULO 41

Educar para educar: Identidades musicales en el aula

Mirta Marcela González Barroso..... 325

CAPÍTULO 42

Assessing internationalisation in european higher education: A descriptive social study of european university in southern Spain

Laura del Carmen Sánchez Sánchez, María del Mar Sánchez Pérez, y María SAGRARIO Salaberri Ramiro..... 339

CAPÍTULO 43

Guía de estrategias didácticas para desarrollar aprendizajes significativos en los estudiantes de Licenciatura en Gastronomía

Abril Montserrat Navarrete Torres y Raúl Alejandro Gutiérrez García 349

CAPÍTULO 44

Um projeto piloto para professores do ensino básico no âmbito da educação coentendedor@

Gladis Falavigna..... 357

CAPÍTULO 45

Desenvolvimento de competências socioemocionais: Avaliação de um programa brasileiro

Mara de Souza Leal, Lucy Leal Melo-Silva, Maria do Céu Taveira, y Cátia Marques. 363

CAPÍTULO 46

Satisfacción del profesorado de educación primaria en el ámbito relacional

Ana Rosa Arias Gago, Mario Grande de Prado, y Sonia Téllez Martínez..... 369

CAPÍTULO 47

La educación técnica profesional y tecnológica en Colombia: Un análisis comparado

Yolima Ivonne Beltrán Villamizar, Gonzalo Alberto Patiño Benavides, y Laura Victoria Sarmiento Villabona.....377

CAPÍTULO 48

Programa de lectura de facilitación de la planificación en estudiantes típicos con dificultad de comprensión lectora

Martina Ares Ferreirós, Manuel Deaño Deaño, Sonia Alfonso Gil, Sandra Limia González, Aida Ramos Trigo, y Fernando Tellado González385

Convivencia escolar

CAPÍTULO 49

La compasión como virtud dentro de los programas curriculares de los alumnos de grado de enfermería

María Dolores Ruiz Fernández, Antonia Fernández Leyva, Angela Ortega Galán, Jose Cabrera Troya, y Olivia Ibáñez Masero.....395

CAPÍTULO 50

Políticas públicas sobre cuidados en México en la atención de grupos vulnerables

Paola Jazmín Tirado-Lara, María del Pilar Roque Hernández, Sara Arely Cobos Gonzalez, Sbeyde Isamar Castillo Macías , y Valeria López Rojas401

CAPÍTULO 51

Los Sistemas de Apoyo entre Iguales (SAI) para el fomento de la convivencia en positivo, la mejora del clima de aula y la prevención de situaciones de bullying. la experiencia de Brasil y de España

José M^a Avilés Martínez y Rafael Petta Daud411

CAPÍTULO 52

Adhesión a valores de convivencia en niños y adolescentes españoles y brasileños. Estudio preliminar de una investigación transcultural

Maria Suzana de Stefano Menin Menin y José M^a Avilés Martínez419

CAPÍTULO 53

Mejora de las habilidades sociales mediante el aprendizaje cooperativo en educación física

Laura Algorri Diez, Patricia Robledo Ramón, y Laura Campano Fernández427

CAPÍTULO 54

Estilos de socialización parental: diferencias en función de género de estudiantes de educación secundaria

Inge Axpe, Ibón Etxezarra, y Luis María Zulaika Isasti435

CAPÍTULO 55

Exploración sobre las Conductas Violentas Familiares y su Relación con el Bajo Desempeño Académico en Nivel Básico en México

Wuiny Mariana Rayón Ledesma y Raúl Alejandro Gutiérrez García 443

CAPÍTULO 56

La compasión en la educación

Romina Izzedin Bouquet y Luisa Fernanda Gaitán Ávila 449

CAPÍTULO 57

La relación con lo educativo-social y personalidad eficaz y en personas con discapacidad física en el Principado de Asturias

Jesús Manuel Cedeira Costales..... 453

CAPÍTULO 58

Cyberbullying: Afrontamiento desde la inteligencia emocional en adolescentes

José Domínguez Alonso, Esther López Pérez, y Iago Portela Pino 461

CAPÍTULO 59

La escolaridad: un infierno para las personas trans

María Fernández Rodríguez, Elena García-Vega, Noelia Martínez Menéndez, Nuria Vázquez López, y María Fernández Gordo..... 469

CAPÍTULO 60

Transfobia en contextos educativos

Elena García-Vega, María Fernández Rodríguez, María Fernández Gordo, Noelia Martínez Menéndez, y Nuria Vázquez López 475

CAPÍTULO 61

Caso: comprensión de la deserción y permanencia de estudiantes en educación superior

María Isabel Borda Arias 479

CAPÍTULO 62

Competencias y actitudes inclusivas en la Universidad de Minho

Carmen María Hernández Garre, Antonio Luque de la Rosa, y José Juan Carrión Martínez..... 489

CAPÍTULO 63

Las conductas disruptivas en educación primaria: El papel de la inteligencia emocional y del manejo de la vergüenza

Marta Corral Martínez y Ana M^a Gómez Cuevas 495

CAPÍTULO 64

Transexualidad y escuela: Algunos datos epidemiológicos

María Fernández Gordo, María Fernández Rodríguez, Elena García Vega, Nuria Vázquez Lopez, y Noelia Martínez Menéndez..... 503

CAPÍTULO 65

Importancia de la legislación en el acoso escolar de las personas trans

Nuria Vázquez López, María Fernández Rodríguez, Elena García Vega, María Fernández Gordo, y Noelia Martínez Menéndez.....509

CAPÍTULO 66

La política educativa para la convivencia escolar: La experiencia en dos escuelas del Estado de Tlaxcala, México

Adriana Carro Olvera517

CAPÍTULO 67

Inteligencia emocional y clima escolar en adolescentes escolarizadas

Virgelina Castellanos Páez y Lady Mayerli Vergara Estupiñán.....525

CAPÍTULO 68

Eficacia del programa piloto aprender a convivir en casa para madres y padres de educación infantil

María del Carmen Pichardo Martínez, Trinidad García Berbén, Alicia Benavides Nieto, Ana Justicia Arráez, y Miriam Romero López.....531

CAPÍTULO 69

La necesidad de fomentar las habilidades sociales del alumnado y el profesorado para prevenir el Acoso Transfóbico: Un estudio de caso

Celia España Chico539

CAPÍTULO 70

La función tutorial para la mejora de la convivencia escolar

Ana González Benito547

CAPÍTULO 71

Exclusión social como forma de violencia escolar

Antonio López Castedo, Begoña Nieto Campos, y Víctor Domínguez Rodríguez553

CAPÍTULO 72

Factores implicados en el Compromiso Escolar en la etapa de Primaria: Revisión Sistemática

Carmen M^a Hernández-Garre, M^a del Mar Molero, M^a del Carmen Pérez-Fuentes, M^a del Mar Simón, Ana B. Barragán, África Martos, y José Jesús Gázquez.....559

Actividad física, ocio y empleo

CAPÍTULO 73

Ocio y desarrollo positivo adolescente

Aranzazu Albertos San José, Carlos Beltramo Álvarez, y Pedro Antonio De La Rosa Fernández-Pacheco569

CAPÍTULO 74

Actividad física como terapia complementaria para niños con TDAH

Zaira Santana Amador 577

CAPÍTULO 75

Análisis del proceso de búsqueda de empleo

María Lourdes Álvarez Fernández..... 585

CAPÍTULO 76

El fenómeno social del pádel

Javier Cachón Zagalaz y José Ramón Romero Rivilla..... 593

CAPÍTULO 77

Instrumento de evaluación de la cultura emprendedora en alumnos de educación secundaria y resultados obtenidos en la fase piloto

Andrea Arnaiz García, Cristina Di Giusto Valle, Clara Gonzalez Uriel, y Laura Rubio Rubio 599

CAPÍTULO 78

El papel de la universidad en la práctica de actividad física y promoción de la salud de los estudiantes universitarios en Chile

Carolina Castañeda-Vázquez, Fátima Chacón-Borrego, y Juan Antonio Corral-Pernía 607

CAPÍTULO 79

Nuevas tecnologías aplicadas a la actividad física orientada a la salud

Antonio José Pérez Cortés, Rosario Padial-Ruz, Silvia San Román-Mata, Manuel Castro-Sánchez, Sara Bretón-Prats, y José Luis Ubago-Jiménez..... 615

CAPÍTULO 80

Dieta mediterránea en actividad física y salud

Silvia San Román Mata, Manuel Castro Sánchez, Sara Bretón Prats, Antonio José Pérez Cortés, Rosario Padial Ruz, y José Luis Ubago-Jiménez 621

CAPÍTULO 81

Sentir el espacio: Los procesos artísticos como medio de investigación educativa

Andrés Torres Carceller y Júlia Castell Villanueva 627

CAPÍTULO 82

Evolución de los valores del ocio en jóvenes, adultos y mayores

María Plaza Carmona, Carmen Requena Hernández, y Paula Álvarez Merino 635

CAPÍTULO 83

Relaciones entre la actividad física y el autoconcepto en el ámbito de la salud y la educación: Revisión bibliográfica

Tamara Espejo Garcés, Ramón Chacón Cuberos, Gabriel González Valero, y Rosario Padial Ruz 643

CAPÍTULO 84

Diseño y evaluación de un programa de Fair play en fútbol base

Águeda Gutiérrez-Sánchez y Luis Lois-Carro649

CAPÍTULO 85

Importancia de evaluar los hábitos de actividad física en la escuela

Águeda Gutiérrez-Sánchez y Margarita Pino-Juste.....657

CAPÍTULO 86

La actividad física en estudiantes de educación secundaria según sexo y curso escolar

Raquel María Guevara Ingelmo, y Esther Sánchez Moro.....665

CAPÍTULO 87

Integración laboral de personas inmigrantes en el mercado laboral español

María José Méndez-Lois673

CAPÍTULO 88

Satisfacción laboral de los maestros. Un estudio de caso en Cataluña

Luisa Güell Malet y Mireia Tintoré.....681

CAPÍTULO 89

El razonamiento deductivo en el envejecimiento cognitivo: evaluación de juegos deductivos y de su transferencia en la vida ordinaria

Paula Álvarez-Merino, Carmen Requena Hernández, y Francisco Salto Alemany685

Educación para la salud, calidad de vida y actuación sanitaria

CAPÍTULO 90

Competencias de enfermería en el Síndrome Muerte Súbita del Lactante: Revisión de la literatura

Rubén Hernández Ballesteros, Alberto José Gómez González , y Laura Gutiérrez Rodríguez697

CAPÍTULO 91

Manejo de los dispositivos de acceso venoso periféricos: Revisión de la literatura

Laura Gutiérrez Rodríguez, Rubén Hernández Ballesteros, y Alberto José Gómez González.....701

CAPÍTULO 92

Calidad psicométrica de escala de prejuicio contra fumadores

Beatriz Tomé Rodríguez.....707

CAPÍTULO 93

Evaluación de los estilos parentales de crianza en una comunidad de muy alta marginación en México

Valeria López Rojas, María Del Pilar Roque Hernández, Sara Arely Cobos González, Sbeyde Sbeyde Isamar Castillo Macías, y Paola Jazmín Tirado Lara..... 717

CAPÍTULO 94

Autocompasión y manejo de la fatiga por compasión y burnout en enfermería una revisión sistemática

Jose Cabrera Troya, Olivia Ibáñez Masero, María Dolores Ruiz Fernández, Antonia Fernández Leyva, y Angela Ortega Galan..... 725

CAPÍTULO 95

Análisis de protocolos de pensar en voz alta: un ejemplo de SRL en el aprendizaje de la física

María Consuelo Sáiz-Manzanares, Miguel Ángel Queiruga-Dios, Raúl Marticorena Sánchez, César I. García-Osorio, y María del Camino Escolar Llamazares..... 731

CAPÍTULO 96

Aprendizaje basado en proyectos utilizando LMS: una experiencia en Ciencias de la Salud

María Consuelo Sáiz-Manzanares, María del Camino Escolar-Llamazares, Raúl Marticorena-Sánchez, César I. García-Osorio, y Miguel Ángel Queiruga-Dios..... 739

CAPÍTULO 97

Conductas de aprendizaje en LMS: SRL y feedback efectivo en B-Learning

María Consuelo Sáiz-Manzanares, Raúl Marticorena-Sánchez, César I. García-Osorio, María del Camino Escolar Llamazares, y Miguel Ángel Queiruga-Dios..... 747

CAPÍTULO 98

Satisfacción laboral del personal de enfermería en el Servicio de Salud del Principado de Asturias (SESPA)

Edurne Mezquita Yarza 753

CAPÍTULO 99

Introducción a la perfilación criminal

Mª del Mar Pecino Latorre y Rosa Mª Patró Hernández 763

CAPÍTULO 100

Fatiga por compasión: Estudio descriptivo en los alumnos de 4º de grado en Enfermería de las universidades públicas de Huelva y Sevilla

Angela Ortega Galán, José Cabrera Troya, Olivia Ibáñez Masero, María Dolores Ruiz Fernández, y Antonia Fernández Leyva..... 771

CAPÍTULO 101

Violencia y buen trato en las relaciones de pareja en las que uno de los miembros es transexual

Noelia Martínez Menéndez, Elena García Vega, María Fernández Rodríguez, María Fernández Gordo, y Nuria Vázquez López.....777

CAPÍTULO 102

Midiendo resultados de los productos de apoyo en personas sordas y con discapacidad auditiva: un estudio cualitativo con grupos focales de usuarios, familiares y profesionales

Estibaliz Jiménez783

CAPÍTULO 103

Personalidad y conducta sexual

Patricia González Elices791

CAPÍTULO 104

Análisis de los estilos de socialización parental en adolescentes victimizados y con comportamiento violento en educación secundaria obligatoria

Irene Hostalet Martínez y Elena Flores Fernández.....797

CAPÍTULO 105

La educación en valores para la prevención de la violencia

Jorge Soto Carballo803

CAPÍTULO 106

Abordaje de la calidad en el sector sanitario según la visión analítica de Ishikawa

Juan López Rivas y Leticia López Rivas819

CAPÍTULO 107

Cómo influye la risoterapia y el humor como determinante motivacional

M^a Ángeles García Mata y Ana M^a de Caso Fuertes825

CAPÍTULO 108

Garrapatas, transmisores de agentes patógenos: Actitud ante su picadura

José Fernández Arrojo833

CAPÍTULO 109

Percepción de las familias en acogimiento en familia ajena

Paz Cánovas Leonhardt, Piedad M^a Sahuquillo Mateo, Mónica Villar Herrero, y Esther Ciscar Cuñat839

CAPÍTULO 110

Nuevos modelos de comunicación en parejas jóvenes: de la investigación empírica a la acción socioeducativa

Soraya Calvo González845

CAPÍTULO 111

Sesgos Cognitivos: Razonamiento sobre las tasas base o probabilidades previas

Blanca Rosa Olalde López de Arechavaleta..... 853

CAPÍTULO 112

Representaciones sociales sobre maternidades tempranas en adolescentes embarazadas: Reacciones ante la noticia del embarazo

Vanesa Jiménez Arroyo 861

CAPÍTULO 113

El dialogismo como competencia transversal en las ciencias sanitarias

Virginia Diaz Gorriti..... 875

CAPÍTULO 114

Personas mayores, colectivo vulnerable ante la soledad

Isabel Rosal Fraga y Susana Agudo Prado..... 883

CAPÍTULO 115

Evaluación de los componentes de función ejecutiva en personas con Discapacidad Intelectual

Beatriz García Pintor, José Manuel Pérez Mármol, Francisco Manuel Morales Rodríguez, y Ana María Morales Rodríguez..... 891

CAPÍTULO 116

La presencia de la fatiga por compasión entre los profesionales de enfermería en España en los últimos diez años

Olivia Ibáñez Masero, M^a Dolores Ruiz Fernández, Antonia Fernández Leyva, Ángela M^a Ortega Galán, y José Cabrera Troya..... 899

CAPÍTULO 117

Percepción de riesgo ante situaciones potenciales de abuso sexual en menores de edad

Leonor Guadalupe Delgadillo Guzmán y José Arce Valdez 907

CAPÍTULO 118

Expectativas de actuación de las familias ante situaciones de sobrepeso y obesidad en sus hijos/as

Yolanda Cotiello Cueria, Lucía Álvarez Blanco, y Raquel-Amaya Martínez González.....913

CAPÍTULO 119

Una aproximación ecológica a la educación técnica y tecnológica en Colombia

Yolima Ivonne Beltrán Villamizar, Inés Valbuena Vanegas, y Carlos Guillermo Vargas Beltrán 921

CAPÍTULO 120

El diálogo entre la institucionalidad del sector educativo y el sector productivo en la educación media técnica colombiana

Gonzalo Alberto Patiño Benavides, Yolima Ivonne Beltrán Villamizar, y Gabriel Felipe Vargas Beltrán..... 931

CAPÍTULO 121

Los estilos de crianza y su mediación en las funciones ejecutivas y la competencia social de los hijos

Miriam Romero López, M. Carmen Pichardo Martínez, Ana Justicia Arráez, Ana Belén Quesada Conde, y Fernando Justicia Justicia.....939

CAPÍTULO 122

Instrumentos para evaluar las prácticas de crianza en edades tempranas del desarrollo

Ana Belén Quesada Conde, Ana Justicia Arráez, Alicia Benavides Nieto, Fernando Justicia Justicia, y Trinidad García Berbén.....947

CAPÍTULO 123

Estudio acerca de la relación entre el apoyo social percibido, autonomía global y autoeficacia general en un grupo de estudiantes

Mª del Mar Simón, Mª del Carmen Pérez-Fuentes, Mª del Mar Molero, Ana B. Barragán, África Martos, Carmen Mª Hernández-Garre, y José Jesús Gázquez.....955

Enfermedad: Tratamiento y diagnóstico

CAPÍTULO 124

Análisis bibliográfico de la patología crónica a nivel periapical tras tratamiento endodóntico

Antonio García Rubio963

CAPÍTULO 125

Modelo interdisciplinario para la intervención psicológica en niños con espectro autista y descargas paroxísticas modelo constructivista en el área de la psicología clínica

Juan Quiñones Soto.....971

CAPÍTULO 126

Análisis de la morbilidad hospitalaria, tratamientos y procedimientos ante las principales enfermedades de la glándula tiroidea en España

Laura María Berral Serrano, Ana Isabel Melero Ríos, y María Dolores Berral Serrano979

CAPÍTULO 127

Neoplasia maligna de páncreas en la población española: detección de la enfermedad, pruebas diagnósticas, procedimientos y tratamientos

María Dolores Berral Serrano, Laura María Berral Serrano, y Ana Isabel Melero Ríos985

CAPÍTULO 128

Estudio descriptivo de las enfermedades cardiovasculares: Factores de riesgo, diagnóstico y tratamiento

Ana Isabel Melero Rios, María Dolores Berral Serrano, y Laura María Berral Serrano991

CAPÍTULO 129

Análisis bibliográfico acerca de la protección radiológica en radioterapia

Antonia Córdoba Serrano, Rosa María Ortega Visiedo, y Verónica Cruz Ramón..... 997

CAPÍTULO 130

Los beneficios de la fisioterapia en atención temprana en prematuros, revisión bibliográfica

Ángela López Sánchez, Antonio David Sánchez Sánchez, y Ismael Hevia Cabeza ... 1005

CAPÍTULO 131

Estrés ambiental en madres de familia mexicanas y su relación con las condiciones del hogar

Gabriela Sánchez-Mondragón y Luz María Flores Herrera..... 1011

CAPÍTULO 132

Tratamiento de fisioterapia en bebés con plagiocefalia postural: Revisión Sistemática

Antonio David Sánchez Sánchez, Ismael Hevia Cabeza, y Ángela López Sánchez ... 1017

CAPÍTULO 133

Neuropsicología y trastorno de la conducta alimentaria

Natalia Solano Pinto, Cristina de la Peña, y Elena Bernabeu Brotons 1023

CAPÍTULO 134

Inventario de dismorfia muscular (DMI-R): Fiabilidad y validez en una muestra universitaria española

Laura Badenes-Ribera, María C. Fuentes Durán, y Laura Galiana Llinares..... 1031

CAPÍTULO 135

Percepción de las mujeres mutiladas genitalmente sobre el impacto de la práctica en sus parejas

María del Mar Pastor Bravo 1039

CAPÍTULO 42

Assessing internationalisation in european higher education: A descriptive social study of european university in southern Spain

Laura del Carmen Sánchez Sánchez*, María del Mar Sánchez Pérez**,
y María Sagrario Salaberri Ramiro**

**Universidad Pontificia de Salamanca; **Universidad de Almería*

Introducción

We are currently witnessing a constant globalization process which is progressively reaching new heights. Universities are part of the sectors involved in this process, and it is currently common to find students from different nationalities in university campuses, as well as to require among teaching staff training and stay periods abroad.

With the advent of the Treaty of Bologna in 1999, university education in Spain began a process of rapid change. One of the main pillars of the Treaty was to create a competitive European Higher Education Area. Among the main objectives of the Treaty is the promotion of mobility, with particular emphasis to: a) with regard to students, the access to educational, training and related services opportunities; b) as for teachers, researchers and technical and administrative staff, the recognition and valuing of research periods in European contexts related to teaching and training, without prejudice to the rights acquired (EHEA, 1999).

Different authors have also supported that one of the main goals of higher education today is to prepare students in cultural and language skills that enable them to work efficiently with people from diverse backgrounds (Carnevale, 1999; Mori, 2000; Sandhu, 1995; Smith & Schonfeld, 2000; Zhao, Kuhm, & Carini, 2005). However, internationalization refers not only to mobility, but it also encompasses different policies and initiatives of countries or individual academic institutions or systems which deal with global trends. Some examples of internationalization include: policies on collaboration with academic institutions in other countries, the incorporation of foreign students or the establishment of international campus headquarters (Altbach, 2015). In this respect, students from countries such as America now have these opportunities. Since 2001, the number of international students in universities in the United States was about 550,000, which represented an increase of 6.4% over the previous year, the largest increase in the last 20 years (Institute of International Education, 2002). Of these, 56% come from Asia, followed by 14% from Europe, 12% from South America, 6% from Africa and 5% from North America and Oceania (Institute of International Education, 2002).

The percentage that comes from Europe is not negligible; however, these mobilities are not only occurring from Europe to other continents, but mainly among intra-European countries. Erasmus scholarships are a clear example of this increasing mobility and they contribute precisely to the creation of a European feeling among students. One of the objectives of the European Union (EU) has been the homogenization of the degree programs and structures in order to facilitate the transfer of students among universities, as commonly occur in the US. This commitment to internationalization is also increasing the position of the European countries as hosting places for international students (Altbach, 2015).

Focusing on the topic at hand, in Spain, the government launched in 2008 a new internationalization strategy for the national university system, the University Strategy 2015 (SU, 2015). The main objective was to promote the maximization of the potential of Spanish universities to contribute to economic and social development. 2015 was the date set out as the horizon to adapt the different aspects of the Spanish

universities to the recommendations of the Modernization Agenda of the European Commission (Commission of the European Communities, 2006). This objective is based on solid education and research and contributes to the global production of knowledge and a sustainable economic development (Delgado & León, 2015). Therefore, we are at a key moment, reached the 2015, to take stock and assess the extent to which the objectives are being achieved. These include: an adequate dissemination of the academic and research offer; the command of foreign languages by the members of the university community and the enhancement of mobility processes, among others.

The approach of this pilot study focuses on the importance of examining the internationalization level not only in the main Spanish universities, where this compliance is more likely, but also in other smaller universities, such as a university in southern Spain, the University of Almería.

As there are no standardized tools for this purpose, another objective of this study was to create an instrument, based on the European IMPI (Indicators for the Mapping and Profiling Internationalization) project, consisting of a set of indicators of 22 components and 9 domains on internationalization at universities. This instrument is aimed at identifying the needs of different institutions in Europe to assess their performance on internationalization (Beerkens et al., 2010).

The objective of this new instrument created, inspired by the IMPI Project, is to track the following aspects of internationalization: integration of internationalization in institutional planning and evaluation; internationalization of the curriculum and the promotion of multilingualism; participation of students, faculty and administrative staff in mobility programs; interest of students to study abroad, learn languages and take advantage of learning opportunities at international levels; institutional structure and internationalization plans; institutional investment in internationalization; international dissemination; student recruitment; distance between institutional rhetoric and reality.

Method

Instruments and data sources

The instrument used was based on the European IMPI (Beerkens et al., 2010) questionnaire. It consists of 61 items divided into nine fields distributed as follows: (a) Field 1. Integration of internationalization in institutional planning and evaluation (4 items); (b) Field 2. Internationalization of the curriculum and the promotion of multilingualism (17 items); (c) Field 3. Participation of students, faculty and administrative staff in mobility programs (7 items); (d) Field 4. Interest of students to study abroad, learn languages and take advantage of learning opportunities at international level (5 items); (e) Field 5. Institutional structure and internationalization plan (3 items); (f) Field 6. Institutional investment in internationalization; (g) Field 7. International dissemination (8 items); (h) Field 8. Student recruitment (8 items); (i) Field 9. Distance between institutional rhetoric and reality (2 items). Some items were responded by yes or no answers while others also required a specific percentage, as detailed in the Results section.

This pilot study involves the University of Almería, a public European university in southern Spain which was founded in 1993 and currently has around 13,000 undergraduate and graduate students. The questionnaire was completed by the staff of the Vice-Chancellorship of Internationalization.

Design

A longitudinal descriptive pilot study with two measures was carried out, one during the academic year 2011/2012 and another one during the academic year 2014/2015.

The study was conducted with the approval of the people responsible for the plan of internationalization at the University of Almería at that time, in particular, the Vice-President for Internationalization.

This study is part of the Project of Excellence entitled "Indicators of Internationalization in Higher Education: Definition, analysis and evaluation", funded by the Spanish regional government, proposed

by a research group at the University of Almería. This was one of the reasons why this university was chosen as one of the first ones to evaluate.

Procedure

A questionnaire to assess the internationalization level of Spanish universities was designed. The University of Almería was selected as it was where the research group which was awarded the project financing was located. The completed questionnaire was sent to the Vice-Chancellorship of Internationalization of that university in two different periods: the academic years 2011/2012 and 2014/2015. It was requested on the guidelines that the data were as reliable as possible, in order to avoid erroneous results.

The Vice-Chancellorship of Internationalization also needed the help of the Data Unit of the university to complete all the required data.

Data analysis

Once the data were received, different analyses were carried out using the statistical package IBM SPSS 22. Descriptive analyses were performed: percentages and exchange rates.

Results

According to the results obtained, in the first evaluation carried out (2011/2012), the percentage of items which met the objectives of internationalization amounted to 85.25%. In 2015 the number of items answered affirmatively, not only did not worsen, but it amounted to 86.88%.

In the breakdown of results by fields, we will observe, on the one hand, the percentage of items which favors internationalization, and on the other hand, the increase percentage of the main items, where it was required. Some data were not available, so the initials NAD (not-available data) appear on that sections.

As we can see in Table 1, no changes were observed in Field 1 from the academic year 2011/2012 to 2014/2015.

Table 1. Field 1-Item Analysis

Item Analysis	2011	2015
Field 1. Integration of internationalization in the institutional planning and evaluation		
Item 1. Does the institution have a clearly defined internationalization strategy? (If yes, please attach a copy)	YES	YES
Item 2. Does the institution have a specific organizational structure for internationalization?	YES	YES
Item 3. Does the institution have clear quantitative / qualitative objectives about internationalization?	YES	YES
Indicador 4. ¿ Does the institution have an internationalization assessment plan?	NO	NO

With regard to Field 2, some changes were appreciated between the academic year 2011/2012 and 2014/2015 (See table 2).

Most of these changes were an improvement in the internationalization of the university, although some meant a worsening. Among the latter, three are most significant: item 10, in which there were no longer courses taught in a foreign language different from English; and Item 15, in which there were no longer courses on internationalization and multiculturalism. By contrast, most of the items kept in positive or improved with a high exchange rate. In particular, the items regarding the number of courses and credits taught in a foreign language increased (Items 6, 7, 8, 9, 11, 12).

Table 2. Field 2-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 2. Internationalization of the curriculum and promotion of multilingualism			
Item 5. Does the institution have a multilingualism plan / strategy or a foreign-language course teaching program?	YES	YES	
Item 6. Of all the credits offered by the institution in an academic year, which proportion is taught in a foreign language?	225.1	427.5	89.92%
Item 7. Of all the courses offered by the institution in an academic year (excluding language courses) which proportion is taught completely in a foreign language?	24	80	233.33%
Item 8. Of all the courses offered by the institution in an academic year (excluding language courses) which proportion is taught partially in a foreign language?	22	36.5	65.91%
Item 9. Of all the credits offered by the institution in an academic year in a foreign language, which proportion is taught in English?	204.1	427.5	109.46%
Item 10. Of all the credits offered by the institution in an academic year in a foreign language, which proportion is taught in other languages? Please specify.	21	0	-100%
Item 11. Of all the non-language degrees offered by the institution in an academic, how many offer at least one course taught in a foreign language?	7	14	50%
Item 12. Of all the academic staff of the institution in an academic year, which proportion teaches any course in a foreign language?	46	100	117.39%
Item 13. Is there any language requirement by the academic staff to teach courses in a foreign language? Please, specify.	YES	YES	
Item 14. Does the institution offer degrees taught completely in a foreign language or bilingual/plurilingual degrees? How many?	YES	YES	
Item 15. Of all the courses offered by the institution in an academic year, which proportion is focused on international or intercultural matters?	65	10	-84.62%
Item 16. Of all the BA degrees offered by the institution in an academic year, which proportion belongs to international double/joint degrees?	0	0	0%
Item 17. Of all the POSTGRADUATE degrees offered by the institution in an academic year, which proportion belongs to international double/joint degrees?	0	0	0%
Item 18. Of all the degrees offered by the institution, how many foresee the development of professional internships abroad?	100	100	0%
Item 19. Is there any language requirement in the institution for the access or completion of studies by the students?	YES	YES	
Item 20. Does the institution offer specific language learning programs for academic staff?	YES	YES	
Item 21. Does the institution offer any grant for language training addressed to the academic staff?	YES	YES	

Field 3 also shows some changes between the academic year 2011/2012 and 2014/2015 (see Table 3). Some indicators worsened, as the percentage of academic and non-academic staff who participated in exchange and mobility programs (Items 23 and 24 respectively). However, in terms of internationalization, the percentage of non-academic staff engaged in international matters in the institution increased (Item 25), while the percentage of academic staff working in such matters decreased (Item 28).

Table 3. Field 3-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 3. Participation of students, academic and administrative staff in mobility programs			
Item 22. Of all the students in an academic year, which proportion participates in exchange or mobility programs?	536	568	5.63%
Item 23. Of all the academic staff in an academic year, which proportion participates in exchange or mobility programs?	25	20	-20%
Item 24. Of all the administrative staff in an academic year, which proportion participates in exchange or mobility programs?	27	22	-18.52%
Item 25. Of all the administrative staff, which proportion is engaged exclusively in internationalization tasks?	20	22	10%
Item 26. Does the institution offer any grant for the promotion of internationalization of the academic staff?	YES	YES	
Item 27. Does the institution offer any grant for the promotion of internationalization of the research staff?	YES	YES	
Item 28. Of all the academic staff, which proportion participates in tasks related to internationalization (student mobility, etc.)?	179	75	-58.1%

Field 4 does not reveal significant changes between the academic year 2011/2012 and 2014/2015 (see table 4), except regarding the percentage of students who apply to participate in mobility or exchange programs, which decreased in the latter year (Item 29).

Table 4. Field 4-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 4 Interest of students in studying abroad, learning foreign languages and taking advantage of learning opportunities at an international level			
Item 29. Of all the students in an academic year, which proportion applies to participate in exchange or mobility programs?	700	568	-18.86%
Item 30. Of all the students in an academic year, which proportion has an officially certified language level?	NDA	NDA	NDA
Item 31. Of all the students in an academic year, which proportion is enrolled in courses taught in a foreign language?	NDA	NDA	NDA
Item 32. Does the institution offer information to the students on study opportunities abroad?	YES	YES	
Item 33. Does the institution offer any training/monitoring language/cultural program before the departure of exchange or mobility students?	YES	YES	

Similarly, Field 5 does not reveal significant variations between the academic year 2011/2012 and 2014/2015 (see table 5). The only caveat is that the percentage of academic staff belonging to international visiting staff increased (item 36), while the percentage of staff (both academic and non-academic staff) having a foreign nationality decreased (item 35).

Table 5. Field 5-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 5. Institutional structure and internationalization plan			
Item 34. Does the institutional governance plan have a specific section for internationalization issues?	YES	YES	
Item 35. Of all the staff (academic and non-academic staff) in an academic year, which proportion has a foreign nationality?	9	4	-55.56%
Item 36. Of all the academic staff in an academic year, which proportion belongs to international visiting staff?	44	50	13.64%
Item 37. Does the institution have a quality certificate regarding internationalization?	YES	YES	

Field 6 reveals some of the most relevant changes between the academic year 2011/2012 and 2014/2015 (see table 6). The exchange percentage of the budget addressed to internationalization (item 38), international mobility of local students (item 39) and multilingualism (item 42) increased. Only the amount addressed to international promotion decreased (item 43).

Table 6. Field 6-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 5. Institutional funding on internationalization plan			
Item 38. Of the whole institutional budget in an academic year, which proportion is addressed to the internationalization department?	178,000€	222,500€	25%
Item 39. Of the whole budget addressed to internationalization, which proportion is addressed to the international mobility of local students?	80,000€	169,500€	111.875%
Item 40. Of the whole budget addressed to internationalization, which proportion is addressed to grants for international students?		20,000 €	20,000 €
Item 41. Of the whole budget addressed to internationalization, which proportion is addressed to international research grants for international students?	0	0	0%
Item 42. Of the whole budget addressed to internationalization, which proportion is addressed to the internationalization of study plans/curricula or plurilingualism?	12,721€	30,000€	135.83%
Item 43. Of the whole budget addressed to internationalization, which proportion is addressed to international promotion?	45,725€	40,000€	-12.52%

Field 7 shows some changes between the academic year 2011/2012 and 2014/2015 (see table 7). Although the major dissemination media remained: a translated and easily accessible web, a section for

international students, etc.; in some items the percentage decreased, e.g. the promotional documents (item 49). However, the percentage of visits to other institutions or international universities improved (item 50).

Table 7. Field 7-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 7. International dissemination.			
Item 44. Does the institution have a clearly defined international dissemination strategy?	YES	YES	
Item 45. How many international fairs or events does the institution participate in in an academic year?	20	3	-85%
Item 46. Does the institution have a website translated at least into one foreign language?	YES	YES	
Item 47. Does the institutional website an easily accessible section for international students?	YES	YES	
Item 48. Does the institution make use of social networks or any other online resources for international promotion?	YES	YES	
Item 49. How many brochures or promotional documents does the institution create in an academic year for international promotion?	6500	8000	23.08%
Item 50. How many visits to international universities / institutions does the institution have in an academic year?	2	4	100%
Item 51. Does the institution participate in national or international internationalization-supporting networks?	YES	YES	

In Field 8 all items remain stable or improve from the academic year 2011/2012 to 2014/2015 (see Table 8). E.g. in the last year, a mentoring or "buddy" system to support foreign students (item 54) was found. Likewise, the number of active collaboration agreements with foreign institutions increased up to 50.33% (item 52) and the number of international students who belong to mobility or exchange programs was higher than in the former academic year (item 53).

Table 8. Field 8-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 7. Student recruitment			
Item 52. In an academic year, how many active collaboration agreements does the institution have with foreign institutions?	298	600	50.33%
Item 53. Of all the international students in an academic year, which proportion belongs to exchange or mobility programs?	482	642	24.92%
Item 54. Does the institution have a mentoring or "buddy" system to support foreign students?	NO	YES	
Item 55. Does the institution offer the same help and services to local and international students?	YES	YES	
Item 56. Does the institution offer an initial contact person for international students?	YES	YES	
Item 57. Does the institution have a central information office for international students?	YES	YES	
Item 58. Does the institution offer relevant information to international students upon their arrival (academic and administrative information, legal regulations, accommodation, university services, sport and cultural activities, etc.)?	YES	YES	
Item 59. Does the institution offer support to social activities addressed to international students?	YES	YES	

No changes between the academic year 2011/2012 to 2014/2015 were observed in Field 9 (see table 9).

Table 9. Field 9-Item Analysis

Item Analysis	2011	2015	Exchange Percentage
Field 9. Distance between institutional rhetoric and reality.			
Item 60. How many of the objectives outlined in the internationalization strategy of the institution are achieved in an academic year?	7	7	7
Item 61. What instruments are used to measure the achievement of these objectives?	NDA	NDA	NDA

As for the budget section, some changes between the academic years 2011/2012 to 2014/2015 were perceived (see Table 10). The amount of staff, both the total amount and in the two sectors (academic and non-academic staff) decreased. However, the number of postgraduate students (Masters and PhD) increased, but the number of undergraduate students decreased. Finally, the total percentage addressed to internationalization also decreased slightly (19.38%).

Table 10. Budget section-Item analysis

	2011	2015	Exchange Percentage
NUMBER OF STAFF (TOTAL)	1.316	1227	-6.76%
- Number of academic staff	819	752	-8.18%
- Number of administrative staff	497	475	-4.43%
NUMBER OF STUDENTS (TOTAL)	13.789	14176	2.73%
- Number of BA students (1 st and 2 nd cycle)	12.243	10543	-13.88%
- Number of MA students	915	945	3.17%
- Number of PhD students	626	983	36.32%
ANNUAL BUDGET (TOTAL)	88.599.414,31€	53.249.590,70€	-39.89%
- Budget addressed to internationalization	276.000€*	222.500 €	-19.38%

Discussion

After the analysis of the results, it is noted that the University of Almería, despite its small size, already fulfilled more than 50% of the internationalization objectives in 2012. Nevertheless, this internationalization process has been improving progressively, amounting to 86.88% in 2015.

These changes are related to different fields, most of them represent an increasing percentage regarding the previous years, although in some items a slight decrease occurs.

With regard to Field 1. Integration of internationalization in the institutional planning and evaluation, the objectives fulfilled in 2012 remained in 2015. This indicates that the goals on internationalization are more and most integrated in the university planning and assessment. These data relate to the University Strategy 2015 (SU, 2015) put into practice by the Spanish Government in 2008 in order to promote internationalization in the Spanish university system which, as stated above, placed its horizon in last year 2015. Likewise, it collaborated in the homogenization of undergraduate degree programs, one of the aims of the European Union (EU) to facilitate the transfer of students among European universities (Altbach, 2002).

With regard to Field 2. Internationalization of the curriculum and the promotion of multilingualism, results show that the situation slightly worsen in some items, as the offer of courses taught in additional languages different from English. These data may point to an increase in the importance of the English language as the main foreign language, or lingua franca, to the detriment of other alternatives. English seems to be becoming the new Esperanto. As Baker (2006) states, it could be considered as strong ways of bilingual education, since the achievement of a level of functional competence in the foreign language is sought. In fact, it could be even noted that it is ‘bilingual immersion’, since it is applied to those programs in which, at least, 50% of curricular content is taught through the medium of English as a foreign language (Swain & Johnson, 1997; Swain & Lapkin, 2005). As the results of this study show, in the items related to this field, a high percentage of courses taught in English is evidenced.

The works by Salaberri (1999, 2001, 2004, 2007, 2008), Salaberri & Appel (2003); Salaberri & Sánchez (2014, 2015), Sánchez & Salaberri (2015a; 2015b), have provided contributions on the importance of the teaching of English as a foreign language, and in bilingual Education at tertiary level, which support these results. Nonetheless, it should be pointed out that not only the teaching of English is relevant, but also the teaching of other languages, especially if we look at Europe in terms of standardization and internationalization, as some studies attest (Altbach & Knight, 2007; Grimshaw, 2007; Van-Damme, 2001).

As for Field 3. Participation of students, faculty and administrative staff in mobility programs, while the percentage of teaching staff participating in mobility programs decreased, the percentage of non-teaching staff engaged in internationalization matter increased. This shows the increasing relevance addressed to this issue, since more staff is employed to work on it. On the other hand, it should be interesting to deepen into the grounds for the lower implication of academic staff in mobility programs. One of the reasons could be the increase of part-time employments of both teaching and non-teaching staff due to the current Spanish economic crisis of the country, which results in the availability of little extra time to participate in mobility programs. However, this aspect is merely speculative and deeper exploration on this point would be necessary to improve these items.

Regarding Field 4. Interest of students to study abroad, learn languages and take advantage of learning opportunities at international level, the compliance with the indicators remained over time. The only exception is the decrease in the percentage of students who apply to participate in mobility or exchange programs. Again, it is relevant to explore the reasons for this decline. If we continue along the previous vagary line, it should be wondered whether this decline is due to an impairment of the purchasing power of families of these students, as a result of the economic crisis. Most mobility grants are considered more as an academic opportunity than an economic one, so, without financial support, it is difficult to cover all the costs generated in the host country (Eurydice, 2015).

With regard to Field 5. Institutional structure and internationalization plan, an increase in the international academic visiting staff was observed. In this sense, the choice of Spain as a country of interest is highlighted. The question in this sense is whether this interest is due solely to academic criteria or other external circumstances such as climate, standards of living, etc.

As for Field 6. Institutional investment in internationalization, some of the most significant positive changes occurred. These improvements in investment are addressed to the budget in internationalization, international mobility of local students and plurilingualism. Despite this investment increase in internationalization, perhaps it should be further increased, especially considering that the number of mobilities of local students has decreased, as well as the number of foreign languages in which subjects are taught. One might consider likewise whether these exacerbations are not due to a matter of budget, but to marketing and promotion, where a decrease in the budget occurred in the last academic year studied. This last point may seem unimportant, however, any training or exchange program –whatever the quality is– may have a low demand if the information does not reach the target population. Moreover, an increase in the number of graduate students was observed, contrary to what happens with undergraduate students, so an increase in the budget for Master's, predoctoral and postdoctoral research grants in this sector would be desirable.

Regarding Field 7. International dissemination, the changes observed in previous academic years remained in 2014/2015. The only items which decreased refer to the number of international fairs and events in which the Institution participated, as well as to the promotional documents used. This may be due to the progressive increase in the dissemination, promotion and communication through other media like the Internet. The proliferation of social and working networks, online working groups, email, WhatsApp, etc., are making face contact and paper dissemination less essential than in previous years. However, face to face contact should not be obviated, in order not to dehumanize and impoverish the internationalization of education, whose essential element is contact between cultures.

One of the aspects that most improved at the University of Almería in the latter academic year regards Field 8. Student recruitment. In the last year, the university had a mentoring or "buddy" system to support international students, as well as a greater number of active agreements with foreign institutions and international students belonging to mobility or exchange programs. The University of Almería is becoming a space for cultural exchange of students from around the world, where they find not only a beachfront university with all kinds of facilities, but also a host of quality and a wide educational offer.

Finally, with regard to Field 9. Distance between institutional rhetoric and reality, no changes were neither found between the two academic years, which imply that the progress already achieved in previous years were still maintained, where the distance between the purposes and what ultimately takes place was increasingly closer. This is, in fact, the key to progress in an internationalization process in order to bring us progressively closer to the world and to enrich us culturally while we do it with them at the same time.

Conclusions

The results of this study reveal the reality of the internationalization process in a small university, in this case, the University of Almeria. The data point to a growing compliance with the landmarks previously marked, and evidence that this process is not only a matter of larger and more prestigious institutions.

On the other hand, these data can help University Authorities, faculties and departments to be aware of the real progress being made in areas such as international exchange of students, plurilingualism, etc., as well as the path that lies ahead and the points on which one must continue to abound focusing on improving the internationalization of this and other universities in the country. Therefore, it is important to continue the research in this field, not only locally, but also at a regional and a national level.

Referencias

- Altbach, P.G. (2002). Perspectives on Internationalizing Higher Education. *International Higher Education*, 27, 6-8.
- Altbach, P.G., & Knight, J. (2007). The Internationalisation of Higher Education: Motivations and Realities. *Journal of Studies in International Education*, 11, 290-305.
- Baker, C. (2006). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.
- Beerkens, E., Brandenburg, U., Evers, N., Van-Gaalen, A., Leichsenring, H., & Zimmermann, V. (2010). *Indicator projects on internationalisation: Approaches, methods and findings—A report in the context of the European project “Indicators for Mapping & Profiling Internationalisation” (IMPI)*. Gütersloh, Germany: CHE Consult GmbH.
- Carnevale, A.P. (1999). *Diversity in higher education: Why corporate America cares*. Diversity digest. Washington, DC: Association of American Colleges and Universities [On-line]. Retrieved from: <http://www.diversityweb.org/Digest/Sp99/corporate.html>
- Comisión Europea (1999). *Decisión 1999/468/CE*. Oficina de publicaciones de la Unión Europea. Luxemburgo.
- Commission of the European Communities (2006). *Delivering the Modernization Agenda for Universities: education, research and innovation*. [On-line]. Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0208:FIN:en:PDF>
- Delgado, L., & León, G. (2015). Strategic Aggregation of Universities in Spain: The Spanish Program International Campus of Excellence and the Experience of the Technical University of Madrid. In A. Curaj, L. Georghiou, J. Cassingena-Harper, & E. Egron-Polak, (Eds.), *Mergers and Alliances in Higher Education International Practice and Emerging Opportunities*. United States: Springer Publishing.
- Eurydice (2015). *National Sheets on Education Budgets in Europe-2015*. European Commission. Brussels: EU Book shop.
- Grimshaw, T. (2007). Critical perspectives on language in international higher education. In M. Hayden, J. Levy, & J. Thompson (Eds.), *The Sage Handbook of Research in International Education* (pp. 365-378). London: Sage.
- Institute of International Education (2002) [On-line]: Available: <http://www.iie.org>
- Mori, S. (2000). Addressing the mental health concerns of international students. *Journal of Counseling & Development*, 78, 137-144.
- Salaberri, M.S., & Sánchez, M.M. (2014). The use of text genres to improve the quality of writing performance in CLIL university settings. *Advances in Education Research*, 52(1), 381-390.
- Salaberri-Ramiro, M.S. (1999). *Lingüística aplicada a la enseñanza de lenguas extranjeras*. Almería (Spain): Servicio de publicaciones de la Universidad de Almería.

- Salaberri-Ramiro, M.S. (2007). Competencia comunicativa intercultural. *Perspectiva CEP: Revista de los Centros de Profesorado de Andalucía*, 61-76.
- Salaberri-Ramiro, M.S. (D. Ed) (2001). *La lengua, vehículo cultural multidisciplinar*. Secretaría General Técnica: M.E.C.D.
- Salaberri-Ramiro, M.S. (D. Ed) (2004). *Nuevas formas de aprendizaje en lenguas extranjeras*. Secretaría General Técnica. M.E.C.D.
- Salaberri-Ramiro, M.S. et al. (2008). *Currículo integrado de las lenguas*. Consejería de Educación. Junta de Andalucía.
- Salaberri-Ramiro, M.S., & Appel, G. (2003). Assessment and diversity: Development of personal identities through portfolios. In M. Jiménez-Raya & T. Lamb (Eds.), *Differentiation in the Modern Languages Classroom* (211-229). Frankfurt am Main: Peter Lang.
- Salaberri-Ramiro, M.S., & Sánchez-Pérez, M.M. (2015). Analyzing Writing in English-Medium Instruction at University. *Liguarum Arena*, 6, 45-58.
- Sánchez-Pérez, M.M., & Salaberri-Ramiro, M.S. (2015a). Writing Professional Genres in a Second Language: Results from a Spanish University CLIL Context. *American Journal of Educational Research*, 52, 1.
- Sánchez-Pérez, M.M., & Salaberri-Ramiro, M.S. (2015b). El uso de géneros textuales en la enseñanza bilingüe de Educación Superior: estudio de caso en el aula de química. *E-Aesla Revista Digital*, 1, 2444-197X.
- Sandhu, D.S. (1995). An examination of the psychological needs of the international students: Implication for counseling and psychotherapy. *International Journal for the Advancement of Counseling*, 17, 229-239.
- Smith, D.G., & Schonfeld, N.B. (2000). The benefits of diversity: What the research tells us. *About Campus*, 5(5), 16-23.
- Strategy University (2015). *Modernizing the University*. June 2010. Ministry of Education. Spain.
- Swain, M., & Johnson, R.K. (1997) Immersion Education: A Category within Bilingual Education. In R.K. Johnson y M. Swain (Eds.), *Immersion education: International perspectives* (pp. 11-16). Cambridge: Cambridge University Press.
- Swain, M., y Lapkin, S. (2005). The Evolving Sociopolitical Context of Immersion Education in Canada: Some Implications for Program Development. *International Journal of Applied Linguistics*, 15(2), 169-186.
- Van-Damme, D. (2001, September). *Higher Education in the Age of Globalisation: The Need for a New Regulatory Framework for Recognition, Quality assurance and Accreditation*. Paper presented at the UNESCO Expert Meeting. Paris, France.
- Zhao, C.M., Kuh, G.D., y Carini, R.M. (2005). A Comparison of International Student and American Student Engagement in Effective Educational Practices. *The Journal of Higher Education*, 76, 209-231.