

**Explorando la excelencia educativa: la interacción de la
internacionalización del currículo y la movilidad académica**

*Exploring educational excellence: the interaction of curriculum
internationalization and academic mobility*

*Explorando a excelência educacional: a interação da internacionalização do
currículo e da mobilidade acadêmica*

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Resumen

Este estudio tiene como objetivo explorar la interrelación entre la internacionalización del currículum, la movilidad académica y el Modelo Integral para el Desarrollo Académico y Globalización Estudiantil (MIDAGE), con el fin de comprender cómo la implementación estratégica de estas iniciativas ha impactado en la calidad educativa y en la proyección global de la institución a lo largo de diez años, desde 2014 hasta 2023. El enfoque cualitativo y descriptivo de este estudio se basa en un diseño no experimental, longitudinal y documental. Se recopilaron y analizaron datos sobre 123 intercambios académicos, abarcando tanto movilidad estudiantil como docente. El MIDAGE se integra como un modelo propuesto que guía la implementación de estrategias y programas para el desarrollo académico y la globalización estudiantil.

Los resultados destacan que la movilidad académica, actúa como un transformador acelerando los procesos de calidad educativa y redefiniendo las perspectivas de los estudiantes. Programas específicos, como Ingeniería Mecatrónica, muestran un impacto significativo (34.1%), evidenciando la eficacia de la participación en concursos internacionales. La movilidad estudiantil lidera con 86.2%, evidenciando una asimetría en las dinámicas de participación entre estudiantes y docentes. La dimensión internacional de la movilidad (92.7%) resalta la importancia del MIDAGE en la exposición a contextos globales. Este estudio, además de profundizar en la conexión intrínseca entre la internacionalización del currículum y la movilidad académica, destaca la contribución única del MIDAGE como modelo integral que impulsa el desarrollo académico y la globalización estudiantil.

Palabras clave: Colaboración internacional, competencias globales, interculturalidad, movilidad estudiantil.

Abstract

This study aims to explore the interrelationship among curriculum internationalization, academic mobility, and the Integral Model for Academic Development and Student Globalization (MIDAGE). The objective is to comprehend how the strategic implementation of these initiatives has impacted the educational quality and global projection of the institution over a span of ten years, from 2014 to 2023. The qualitative and descriptive focus of this study is based on a non-experimental, longitudinal, and

documentary design. Data on 123 academic exchanges, encompassing both student and teacher mobility, were collected, and analyzed. The MIDAGE is integrated as a proposed model guiding the implementation of strategies and programs for academic development and student globalization.

The results emphasize that academic mobility acts as a transformative catalyst, accelerating educational quality processes and reshaping student perspectives. Specific programs, such as Mechatronics Engineering, demonstrate a significant impact (34.1%), highlighting the effectiveness of participation in international competitions. Student mobility leads with 86.2%, revealing an asymmetry in participation dynamics between students and teachers. The international dimension of mobility (92.7%) underscores the importance of MIDAGE in exposing individuals to global contexts. In addition to delving into the intrinsic connection between curriculum internationalization and academic mobility, this study highlights the unique contribution of MIDAGE as a comprehensive model driving academic development and student globalization.

Keywords: International collaboration, global competencies, interculturality, student mobility.

Resumo

Esta pesquisa tem como objetivo explorar a inter-relação entre a internacionalização do currículo, a mobilidade acadêmica e o Modelo Integral para o Desenvolvimento Acadêmico e Globalização Estudantil (MIDAGE), a fim de compreender como a implementação estratégica dessas iniciativas impactou na qualidade educacional e na projeção global da instituição ao longo de dez anos, de 2014 a 2023. A abordagem qualitativa e descritiva deste estudo baseia-se em um desenho não experimental, longitudinal e documental. Dados foram coletados e analisados sobre 123 intercâmbios acadêmicos, abrangendo tanto a mobilidade estudantil quanto docente. O MIDAGE é integrado como um modelo proposto que orienta a implementação de estratégias e programas para o desenvolvimento acadêmico e a globalização estudantil.

Os resultados destacam que a mobilidade acadêmica atua como um transformador acelerando os processos de qualidade educacional e redefinindo as perspectivas dos estudantes. Programas específicos, como Engenharia Mecatrônica, mostram um impacto significativo (34.1%), evidenciando a eficácia da participação em concursos internacionais.

A mobilidade estudantil lidera com 86.2%, evidenciando uma assimetria nas dinâmicas de participação entre estudantes e professores. A dimensão internacional da mobilidade (92.7%) destaca a importância do MIDAGE na exposição a contextos globais. Este estudo, além de aprofundar na conexão intrínseca entre a internacionalização do currículo e a mobilidade acadêmica, destaca a contribuição única do MIDAGE como um modelo integral que impulsiona o desenvolvimento acadêmico e a globalização estudantil.

Palavras-chave: Colaboração internacional, competências globais, interculturalidade, mobilidade estudantil.

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Introduction

In an increasingly interconnected and competitive world, higher education institutions play a fundamental role in training human resources to be capable of facing the challenges of a constantly evolving market. The 21st century demands versatile experts, ready to propose innovative solutions and meet the growing expectations of a society eager for quality services.

Higher education institutions have the mission of training human resources to be capable of meeting the needs of an increasingly competitive market, aligned with the demands of the 21st century (Saiz and Jácome, 2022). This market demands experts who can offer solutions and generate proposals for a society that consumes more and better services (Martín, 2023). In this context, an effective response is sought through the training of highly qualified profiles (Mateo, 2024). The internationalization of the curriculum in universities is driven by three key dimensions: disciplinary, individual and institutional. However, these aspects are often not explored in such depth in studies of curriculum internationalization, which tend to prioritize the institutional dimension (Beneitone, 2022b). This research focuses on the individual and disciplinary dimensions, highlighting their importance in the curriculum internationalization process.

Universities have understood that continuous improvement implies the implementation of strategies that provide students with essential training skills, which will serve as tools to face work challenges with a perspective that meets the needs of their environment (Vásquez Avendaño, 2022). The Instituto Tecnológico Superior de Calkiní (ITESCAM), part of the National Institute of Technology of Mexico, has been concerned with academic competitiveness and being pioneers in the Yucatan Peninsula by exploring

schemes aimed at enhancing the educational quality of students who come to study in its classrooms, striving to offer accredited programs that assess the educational level. From the Student Services Unit, actions were implemented based on a strategic plan designed to frame concrete tasks that would drive extraordinary achievements in students, contributing to their graduation profile and adding value to their comprehensive training, ultimately shaping an academic curriculum that exceeds average standards. In this plan, each of the activities was captured, considering as a goal to bring the student closer to other scenarios that would make him more competitive and thus enhance his capabilities.

In the current context of new educational policies, international collaboration has become a fundamental strategic element to raise the quality of education (Leask *et al.*, 2021; Tagua *et al.*, 2023). This collaboration not only prepares graduates to function socially and efficiently in an interdependent and competitive world, but also fosters greater understanding, respect and solidarity among all peoples of the world (Vanoy , 2023). However, the internationalization of the curriculum does not depend solely on these global aspects; other factors, such as institutional culture and local, national and regional context, also play a crucial role in the form that such internationalization takes (Beneitone , 2022b).

Understanding that the internationalization of the curriculum is the incorporation of an international and intercultural dimension in the contents of the curriculum, in the teaching and learning processes in the support services of a study program as defined by Leask (2015). Based on this premise, actions were carried out to guide students to strengthen a curriculum that would allow them to be more competitive with their peers from other institutions.

Higher education institutions must have an impact on the development of the regions; they must be in line with the challenges faced by a changing society at the pace of technological discoveries, industrial production, the economy and the knowledge era. This accelerated and dizzying pace poses a challenge for the educational system, which must adapt to a plural and globalized education that incorporates open learning, connections with diverse student groups, and the inclusion of various cultures, languages, religions, and ideologies.

The implementation of student exchange programs is highly significant, as they offer a range of benefits that enhance students' academic, personal, and professional development. These programs expose students to diverse teaching-learning, and evaluation methods, enabling them to fully develop their cognitive skills, facilitate learning processes,

and achieve higher academic performance. New challenges forge a comprehensive education since it often involves learning a new language, interacting with peers from other cultures, as well as building a character that requires emotional maturity. Nam 's research (2023) explores academic mobility in Asia, especially in the context of the Association of Southeast Asian Nations (ASEAN). The study highlights the benefits of exchange programs in the region, which foster intercultural understanding and the development of global skills.

This article explores in depth and in a thoughtful way the implementation of student exchange programs as catalysts for a robust and global curriculum. From learning new languages to immersion in diverse cultures, these programs not only enrich academic backgrounds, but also forge characters imbued with emotional maturity and global vision.

Literature review

Higher education in Mexico cannot be conceived as isolated learning; it must adapt to a constantly changing society and respond to the realities of other countries, shaping its approach according to the needs of each region (Corro, 2022). What distinguishes the current moment from previous times is the complexity and speed of transformations, the instantaneous influence of globalization, the transition to a knowledge economy, and the increase in instability (Rupérez, 2021). In this context, the challenge for educational institutions is to adapt to a changing environment, which implies transformations in the academic, administrative and, above all, teaching-learning process. The importance lies in adjusting to the needs of students with increasingly global demands and learning to unlearn so as not to become obsolete. The research focuses on how these adaptations can better prepare students to face continuous and global competitiveness, ensuring that higher education in Mexico is aligned with the dynamic realities of our time.

This transformation becomes more urgent in light of the demands of the Fourth Industrial Revolution (WEF, 2018). These incessant advances are modifying the learning needs and the cognitive and socio-emotional skills required by higher education graduates. In addition, artificial intelligence of text and images allows students to access and create knowledge, often contradicting what is taught in classrooms. Flipped classrooms are becoming increasingly important because students can access the latest advances in knowledge more quickly compared to other times, thus digitalization in internationalization (García, 2024). It is important to mention that this does not happen in all student situations,

since one of the main setbacks of the advance of information and access to communication is that these generate dependency and distraction mainly through social networks.

In a study presented by ANUIES called “Vision and Action 2030: ANUIES Proposal to Renew Higher Education in Mexico”, it is indicated that higher education seeks to influence the 2030 Agenda for Sustainable Development of the United Nations (UN). The role played by universities and HEIs in the economic and social development of countries will have to be strengthened to contribute to the achievement of the goals established in said agenda, which includes sustainable economic, social and environmental development. A world in which literacy is universal, with equitable access to quality education at its different levels, so that all people, especially those who are in vulnerable situations, have an enabling environment for the full realization of their rights and capabilities and for their participation in the development of society (National Association of Universities and Higher Education Institutions [ANUIES], 2018).

Internationalization of the curriculum and academic mobility in higher education.

Schools of thought

1. Theory of internationalization of higher education (Knight and Altbach , 2006):
 - Comprehensive Perspective: They propose that internationalization should be an intentional and systematic process, integrating an international dimension in all aspects of higher education.
 - Key elements: institutional policies, international collaboration, student and academic mobility, and the international curriculum.
2. Theory of academic mobility (Teichler , 2017; as cited in Ortega and Ramírez, 2019):
 - approach : Ulrich Teichler focuses on the social and academic impacts of student and academic mobility, highlighting the importance of intercultural interaction and the development of global competences.
 - Components: student expectations, educational and professional outcomes, and social and academic integration.

Paradigms

1. Paradigm of comprehensive internationalization:
 - Approach: considers internationalization as a comprehensive process that affects all areas of the educational institution.
 - Implementation: Requires institutional commitment and coherent policies that promote the integration of an international perspective in teaching, research and administration.
2. Global mobility paradigm:
 - Focus: Academic mobility is seen as an essential tool for internationalization, providing practical experiences that complement formal education.
 - Implementation: promotes the creation of international networks and exchange programs that facilitate the mobility of students and academics.

Internationalization of higher education and its international and intercultural dimensions in education

Quiroga - Macleimont (2015) makes it clear that in the context of interculturality, the participation of students and teachers in internationalization processes promotes the exchange and recognition of diversity, as well as the heterogeneity of communities.

Governments seek to maintain a constant flow of high-quality graduate students, with the aim of ensuring the availability of highly qualified human resources that can meet the demands of their companies and higher education institutions. At the same time, universities strive to attract graduate students in order to preserve excellence in their teaching and research, maintain their prestige and generate economic income. For both governments and universities, attracting foreign students is a fundamental element in achieving their goals (Castro, 2020).

The development of intercultural competences is essential both for States with indigenous populations and for teachers working in migratory contexts where students of diverse nationalities coexist, such as on the northern border of Mexico and the southern United States. However, intercultural sensitivity is an increasingly crucial part of a comprehensive education for all students. UNESCO initiatives to recognize cultural diversity and promote intercultural education from basic to higher education levels are becoming increasingly significant. Intercultural education has its roots in indigenous

education, and its importance is reflected in the growing need to prepare students to interact effectively in an increasingly diverse and globalized world (Oscullo , 2024).

Among the internationalization policies of higher education in Mexico, there is competency-based training and its certification, the international accreditation of educational programs, the implementation of inter-institutional programs with the participation of foreign universities, which includes the exchange of national and foreign professors, as well as the granting of diplomas and degrees issued by two countries. Another aspect is student and academic mobility, which is undoubtedly the most representative (Quiroz, 2013).

Countries that have invested in the internationalization of higher education and in scientific and technological development with world-class standards are now at the forefront of knowledge and its applications in various fields of human activity, which has allowed them to better face the challenges of a globalized world.

Benefits of curricular internationalization and its impact on employability

Internationalization plays a crucial role in preparing students for a global labor market, while enhancing the quality and relevance of institutions and their diverse academic products. This process involves multiple levels of analysis that provoke a cognitive shift, allowing the transition from a local or national perspective to an international and global one. This transformation facilitates the development of essential skills for intercultural thinking, such as cognitive complexity, comparative thinking, differentiation capacity, and problem solving. By fostering these competencies, internationalization not only enriches the educational experience, but also enables students to successfully face the challenges of an increasingly interconnected and diverse professional environment (Chiquito *et al.*, 2017). 2024).

It is important to mention that according to Erasmus Impact Study (2014), 64% of employers consider that, when hiring, international experience is important (in 2007 only 37% considered it necessary). Otman 's study (2023) on academic mobility in the European Higher Education Area (EHEA) highlights how exchange programs, such as Erasmus, have transformed higher education in Europe, promoting diversity and interinstitutional collaboration. Ninety-two percent look for hiring candidates to have transversal skills; such as curiosity, problem solving, tolerance and confidence. And sixty-four percent mention

that graduates with an international background have greater professional responsibility. Academic mobility of students and teachers seeks to improve the quality of human resource development and explore paths that prepare students to perform professionally and socially in an interdependent reality, as competitive workers and responsible citizens of national and global citizenship.

The mobility of students and teachers has been a constant in university history, but today, under the framework of internationalization, it takes on a new purpose and greater intensity. Internationalization is defined as a process of institutional transformation that seeks to integrate the international and intercultural dimension into the mission, culture and fundamental functions of educational institutions (Gacel-Ávila, 2022). It is not enough to have foreign students or international agreements; true internationalization implies incorporating this dimension into all aspects of training and institutional functioning, thus achieving a truly globalized and enriching higher education (Dukova, 2022). *et al.*, 2021).

Promoting student mobility involves, among other things, the recognition and transfer of credits in an agile manner, as well as the development of shared or common curricula with high degrees of compatibility; it implies knowing other languages and the cultures of other nations, developing professional and community practices in other countries, all of which facilitates the achievement of internationalization.

An interesting fact to highlight is that this study indicates that 83.6% assured that their academic training would not be the same without mobility, the academic impact has been favorable, highlighting the handling of another language, the formation of relationships, decision-making, adaptability, among others.

The modalities of internationalization of higher education are manifested at various levels: a) Individual internationalization, which can be independent or part of specific programs, with or without funding; b) Institutional internationalization, which includes inter-institutional cooperation programs and curricula with an intercultural dimension; c) Regional, subregional and interregional internationalization, which includes language learning programs, academic mobility and university-business links; d) External higher education providers, which offer studies through electronic platforms or through face-to-face campuses (Guajardo *et al.*,). Although crucial in the international educational context, the internationalization of higher education should not be considered an end in itself, but rather a strategy to improve university functions and a tool to promote economic, social and educational development in each country.

Mexican education policy has included the internationalization of higher education as a key element in the sectoral education programs for the periods 2007-2012, 2013-2018, and 2018-2024. These programs have identified educational cooperation as a means to improve the quality of Mexican education, strengthen the co-responsibility of the actors involved, and reinforce transparency and accountability. The main objective has been to raise the quality of education so that students improve their educational level, have access to greater well-being, and contribute to national development. To achieve this, the internationalization of educational institutions has been promoted, fostering collaboration agreements between national and foreign institutions, supporting projects that establish academic work networks, and facilitating the recognition of credits, academic exchange, and the obtaining of joint degrees (Castiello-Gutiérrez, *et al.*, 2022). The study by Montero and Sánchez (2018) addresses academic mobility in Latin America, focusing on the impact of exchange programs on the professional development of students and the creation of synergies between institutions in the region. The Secretariat of Public Education (SEP), the Secretariat of Foreign Affairs (SRE) and the National Council of Humanities, Sciences and Technologies (CONAHCYT) have managed agreements and conventions to achieve these objectives, promoting institutional integration and flexibility of the educational system to facilitate academic mobility and international cooperation (Reyes and Kral, 2022). Rodríguez (2019) analyzes academic mobility in Canada and the United States, showing how internationalization initiatives in these nations have significantly contributed to educational quality and the formation of international academic networks. González *et al.*, (2022) examine academic mobility in Africa, highlighting the challenges and opportunities faced by African universities in their effort to internationalize their curricula and participate in global knowledge networks.

Contribution of internationalization to the development of professional skills in universities

Internationalization and academic mobility have become a priority issue within the models used by developed countries in academic matters (Franco-Rodríguez *et al.*, 2020). In the business and social context, the need to have highly competitive professionals and the improvement in the quality of higher education are also aspects of notable importance (Cóndor-Bermeo, 2017).

The internationalization of the curriculum is of special importance if what is sought is the comprehensive training of professionals capable of competing internationally and being an active part in solving society's problems (Coppola and Fazio, 2016).

Challenges of Internationalization in Latin America

Despite the efforts made, in the context of internationalization, Latin America does not stand out compared to other regions; because efficient strategies have not been developed to encourage students to go and study abroad. To face this reality, Latin American higher education "needs to change, to transcend traditional educational schemes, fragmented, localist visions and the fragile commitment to human development, which limit its relevance" (León and Inmaculada, 2016). On the other hand, it is suggested that, for the South American case, public policies be implemented that are in accordance with the level of development of each country in the region, without disconnecting this from the importance of creating cooperation and integration programs aimed at achieving efficient knowledge management. Such is the importance of higher education; that in the Pacific Alliance the initiative of the creation of the Academic and Student Mobility Platform was conceived, made up of specialized technical personnel from the four member countries: Mexico, Colombia, Chile and Peru, as a great tool that contributes to the challenges of integration, cooperation and free trade (Morales-Martin and Manosalba -Torres, 2016).

Aim

To understand the interaction between the internationalization of the curriculum and academic mobility, the strategic implementation of these initiatives, their impact on educational quality and the global projection of the institution over a ten-year period, from 2014 to 2023, as well as to propose the MIDAGE Model.

Materials and methods

This research follows a qualitative approach, specifically a descriptive study that explores the dynamic interaction between two crucial dimensions for educational excellence: curriculum internationalization and academic mobility. A non-experimental and longitudinal research design is adopted, covering the study period from 2014 to 2023. The conceptual framework is based on the premise that the effective integration of curriculum

internationalization and academic mobility can significantly improve educational quality in higher education institutions.

Phases of the methodology

Bibliographic review: An exhaustive bibliographic review was carried out in recognized scientific databases, covering relevant studies, articles and documents on the internationalization of the curriculum, academic mobility and their impacts on educational quality.

Desk Study: The case study focused on ITESCAM during the period from 2014 to 2023. Institutional documents, academic reports and data related to the implementation of internationalization and academic mobility programs were collected and analyzed to identify patterns, trends and results over time.

Interviews and consultations: 123 structured interviews were conducted, of which 106 were with students and 17 with teachers, distributed across 20 inbound and 103 outbound mobilities. These interviews sought to obtain direct perceptions and experiences of participants in internationalization and academic mobility programs, ensuring the consistency and validity of the data collected. Participants were selected using purposive sampling (Sutty *et al.*, 2023), seeking to represent those involved in internationalization and academic mobility programs. The selection was based on their direct experience with these initiatives, ensuring diversity in terms of academic disciplines and levels of participation.

Data analysis: The qualitative information collected was subjected to a thematic analysis, identifying emerging categories and patterns (Calvo *et al.*, 2021). The triangulation of data from various sources strengthened the validity and reliability of the findings. Different data collection methods (such as interviews, documentary analysis, thematic analysis, and literature review) were used to obtain a more complete view of the phenomenon studied. Data were collected from various sources (such as students, teachers, and institutional documents) to contrast and corroborate the information. Three researchers were involved in data collection and analysis to reduce individual bias and increase the reliability of the findings (Mory, 2021; Ojeda *et al.*, 2022; Sedano *et al.*, 2022). In this way, a multidimensional and validated vision of the impact of the internationalization of the curriculum and academic mobility on the educational quality of ITESCAM was ensured.

Ethical considerations: The confidentiality and anonymity of the participants in the interviews was guaranteed, obtaining their informed consent before involving them in the research.

Implications and scope: The proposed methodology not only seeks to describe the observed reality, but also to understand the complexities inherent in the intersection of curriculum internationalization and academic mobility. The results of this research will contribute to the existing body of academic knowledge and provide practical recommendations for educational institutions seeking to improve educational quality through internationalization and academic mobility strategies.

Integration of the proposed model (MIDAGE): The Comprehensive Model for Student Academic Development and Globalization (MIDAGE) is the conceptual backbone of this research. It provides key categories and dimensions for data analysis, allowing for interpretation of how the integration of student globalization into the curriculum impacts academic development. The evolutionary phases of the model structure the understanding of trends over time, allowing for iterative adjustments as new insights and understandings are discovered during the research. This flexibility reflects the adaptability of institutions to align their strategies with the principles of MIDAGE.

Results

Strategies implemented to support institutional objectives

The starting point was a detailed analysis of the reality faced by students, who demanded greater efficiency in services, program management, academic support, transparency of processes, organization and personalized monitoring, in accordance with existing procedures, updating and innovating continuous improvement strategies, based on results.

The plan consisted of a decalogue with specific axes of scalable action to measure results on a half-yearly basis in order to periodically review the progress of each implemented program.

It was necessary to rely on institutional procedures, especially on the indicators of the Quality Management System, implemented to achieve standardized processes that make the services offered meet the objective to qualify for external evaluations, and with a view to overcoming said schemes, scrutinizing various procedures, some strengths are observed but also opportunities are found, which allowed to strengthen concrete ideas that have an

impact on the student; in this way, a strategic plan was detailed that contemplates the integration of the following listed items (AJ), to generate information on the trajectory of supports and programs that allow comparing the before and after of the subsidies accompanied by advice. Its final purpose is to support the comprehensive training of students through the development of intercultural skills so that they perform as competent citizens and professionals in a globalized world.

Thematic analysis of 123 interviews on curriculum internationalization and academic mobility

This analysis provides an understanding of the perceptions, experiences and impact of these initiatives on educational quality. The interviews were structured around key questions related to the internationalization of the curriculum, academic mobility, personal and professional experiences, and perceived impacts on educational quality. A thematic analysis approach was used to identify and code the qualitative data.

Topic 1: Impact on academic and professional development.

“Studying abroad helped me improve my English and allowed me to experience different cultures.”

“Participating in an academic mobility program opened doors to new work and research opportunities.”

Topic 2: Perceptions on educational quality.

“Integrating international content into our curriculum makes our education more comprehensive and relevant.”

“Academic mobility motivated me to work harder and improve my grades.”

Topic 3: Challenges and barriers.

“The main barrier was the cost, not all students can afford to participate in mobility programs.”

“Adapting to a new educational and cultural system was a challenge, but also an opportunity for personal growth.”

Topic 4: Improvement strategies and recommendations.

“It would be beneficial to have more scholarships and financial support so that more students can participate.”

“Better guidance and academic support from the start would make it easier for students to adapt abroad.”

Thematic analysis of the 123 interviews reveals that curriculum internationalization and academic mobility have a significant impact on the academic and professional development of ITESCAM students and faculty. Although challenges and barriers are identified, overall experiences and perceptions are positive. Recommendations for improving these initiatives include increased financial support, academic guidance, and better administrative coordination.

Proposed model: Comprehensive Model for Academic Development and Student Globalization (MIDAGE)

Features of the MIDAGE model

Comprehensive: reflects the complete nature of the model, which not only focuses on economic aspects, but also considers academic development, mobility, comprehensive training and the internationalization of the curriculum.

Academic Development: highlights the importance of academic performance, the implementation of scholarships, the management of agreements and mobility programs, as well as the drive towards excellence in studies.

Student Globalization: emphasizes the international openness of the model, which includes academic mobility, participation in international programs and connections with educational institutions worldwide.

Development and implementation phases:

1. High Academic Performance Canada

Since 2006, the Canadian High Academic Performance Incentive Program has been implemented, offering students with an eight-point average and regular status the opportunity to participate in an internal competition. The winners of the competition received the prize of traveling abroad and spending a summer of English language improvement at Saint Mary's University in Halifax, Nova Scotia, Canada. Different research has shown how English has been adopted as a medium of instruction in numerous universities due to its facilitating role in global academic exchange (González and García-Meza, 2021). This use of English not only promotes the development of scientific knowledge, but also boosts the professional advancement of students. In this context, the Canadian High Academic Performance Incentive Program not only reinforces students' linguistic competence, but also prepares them to actively participate in an international

academic environment, thus strengthening their academic and professional development (Nikula , 2016).

2. Scholarships

Classification of scholarships: they were classified into two categories: internal and external. This classification allowed a clear distinction to be made between those issued by the institution, which involved a direct financial outlay, and those offered by external entities.

Outreach strategy: Part of the time was devoted to field activities, promoting and explaining the requirements of each program directly in the classrooms. This methodology ensured that students clearly understood the application process.

Transparency and accessibility: Measures were implemented to make the scholarship allocation process transparent through the institutional portal. This transparency ensured that students were certain that the allocation of scholarships was carried out impartially.

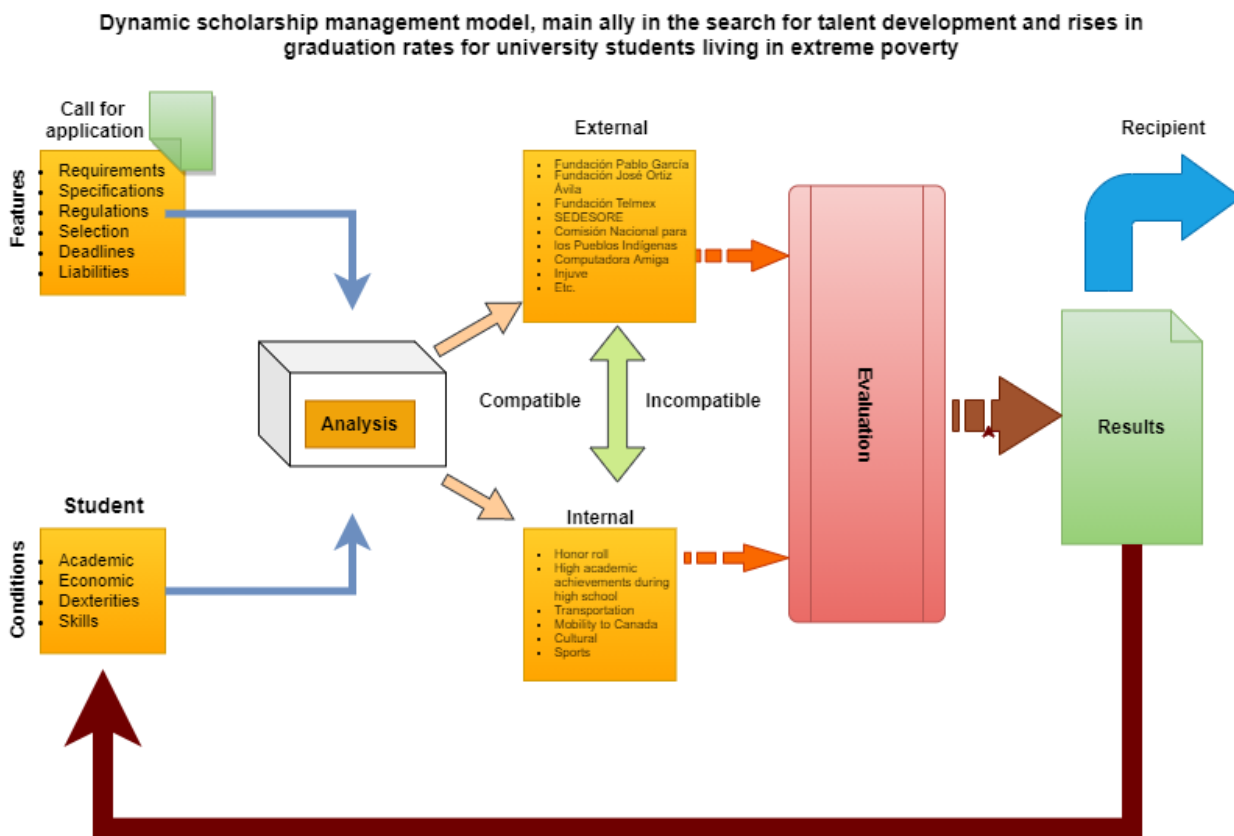
Program management and collaborations: more programs were managed to offer a greater variety of scholarship calls, collaborating with entities such as the private sector, the state and federal government, and various foundations. Collaborating entities include Telmex, Televisa, Béalos, Santander, Bancomer, José Ortiz Ávila Foundation, Pablo García Foundation, SEDECY, Comexus , Alianza del Pacífico, Fundación Carolina, and the Erasmus Foundation, among others.

3. Creation and implementation of own model

A model was designed that, with its implementation, in addition to providing economic benefits to the student, also allowed for a reduction in school dropouts, an increase in terminal efficiency and academic achievement (See Figure 1).

By providing them with financial support, they could have better academic performance, projecting themselves to new challenges according to their skills and abilities, allowing them to face challenges such as strengthening another language in order to be more competitive in their school environment.

Figure 1. Dynamic scholarship management model.



Source: Own elaboration.

4. Academic mobility

Mobility strategies and challenges: In an effort to stay ahead in global education, a new procedure has been proposed to encourage student and faculty mobility. This procedure involves not only the application for financial scholarships, but also the academic evaluation of students in comparison to their peers from other institutions with greater experience and more elaborate processes.

Increased mobility opportunities: Aware of the importance of mobility for the comprehensive education of students, more opportunities have been launched that allow students to experience international mobility. This includes the opportunity to leave the country, interact with other cultures, exchange experiences, and learn new languages.

Mobility programs of the Mexican government: The Mexican government has implemented programs such as Proyecto 100 mil United States and Proyecto 10 mil Canada, which offer students and teachers the opportunity to improve their English language skills at universities in these countries. In these programs, 27 beneficiaries (22 students and 5 teachers) have participated.

Participation of ITESCAM in national and international programs: ITESCAM has been accepted in national programs issued by the Mexican Agency for International Development Cooperation (AMEXCID), including the call for the Foreign Language Teaching Assistant (FLTA) of COMEXUS and Fulbright García Robles Scholarships, integrating three teachers for language reinforcement.

The institution also successfully applied for the Pacific Alliance call, establishing agreements with institutions in Peru, Chile and Colombia. This participation has facilitated the mobility of students and teachers, and on two occasions calls for institutional mobility have been issued, attracting the attention of national schools and receiving four students to study a semester at ITESCAM with accommodation and food provided.

Mobility results and achievements: In 2017, four students were accepted for international mobility at the Universidad Mayor de San Marcos in Lima, Peru, and one student from Arequipa, Peru, did mobility at ITESCAM. This competitive inertia has led students to participate in international tournaments, contests and competitions, achieving trips to countries such as Romania, Spain, Colombia, Ecuador, Brazil and China, standing out for their mastery in various areas of specialization.

The implementation of effective academic mobility strategies has allowed ITESCAM students and teachers to broaden their educational and cultural horizons, strengthening their comprehensive training and contributing to the development of intercultural and professional skills. Collaboration with various institutions and programs has been key to the success of these initiatives.

5. Agreements

As a result of the academic activity, the signing of agreements with universities, foundations and cooperation agencies for academic mobility and exchange was carried out, which would allow the best students to apply. The following were achieved: a) Agreement with COMEXUS ; b) Agreement with the Pacific Alliance ; c) Agreement with Universities of Colombia, Peru, Chile and Argentina ; d) Agreement with Talentum University and; e) Agreement with INJUCAM.

6. Management before internal and external bodies (municipal, state and national)

was established with municipal, state and federal agencies, as well as with private initiatives and foundations that contributed to enhancing the academic capabilities of students.

7. Coaching and mentoring

To assess the impact of tutoring, a qualitative study was conducted through interviews and surveys with students who participated in the mobility. The data obtained were analyzed to identify patterns and correlations between the support received and academic results. 75% of students who received personalized tutoring reported a significant improvement in their grades. Students who received tutoring showed an average increase of 15% in their grades compared to those who did not receive tutoring support. 80% of students mentioned that tutor support increased their motivation and confidence in their academic ability. 85% of students reported an improvement in skills such as communication, empathy, and leadership thanks to tutoring support. 90% of students who actively participated in the mentoring process and complied with their tutors' recommendations showed a greater improvement in their academic performance. This demonstrates that personalized tutoring has a significant impact on academic performance and the comprehensive development of students.

8. Customized plan and personalized follow-up for the student

Once the student has identified his or her strengths, it is essential to design a personalized plan that aligns with his or her interests and goals. This plan must include detailed and constant monitoring to overcome each obstacle and achieve the established goals. Continuous collaboration between the mentor and the student allows for analysis and strategic decisions to be made that facilitate the achievement of the established objectives.

Impact of international exchange programs: Participation in international exchange programs offers graduates an invaluable opportunity to develop skills that are highly in demand in the globalized labor market. By integrating into diverse cultural and academic environments, graduates not only expand their knowledge, but also develop critical interpersonal skills such as cultural awareness, adaptability, and effective communication in diverse contexts.

Holistic benefits of international exchange: The benefits of participating in international exchange programs transcend academic enrichment, promoting comprehensive personal and professional development. These experiences contribute significantly to the success of graduates in their future endeavors, equipping them with a global perspective and essential intercultural skills (González and Salgado, 2016).

9. Systematization of scholarship processes

To ensure transparency and efficiency in the management of scholarships, the system requirements were defined and systematized. This process included the publication of results and the promotion of each call, providing applicants with certainty about the integrity of the process. The implemented system allows procedures to be audited, ensuring that resources are not manipulated by any member of the Unit. Consequently, the system is established as an effective and reliable means of communication, improving the student experience and increasing the transparency of the scholarship process.

10. Student Top Ten (CV consolidation)

The comprehensive development of the student, beyond academic training, is essential to face life's challenges. Humanistic support is key to unleashing the student's maximum potential and achieving extracurricular achievements. Identifying and supporting outstanding students requires a precise vision and tactic, guiding them with all the necessary resources to achieve their goals.

Preparation and training: It was essential to carry out internal campaigns to train students in writing CVs, cover letters and managing documentation, such as passports and visas. This is crucial to enable them to apply for short-term calls. The creation of a club of at least 10 students prepared to take advantage of strategic programmes that add curricular value, such as stays abroad, competitions and awards, is proposed.

Impact of internationalization: ITESCAM's curriculum internationalization strategies have significantly transformed the evaluation and accreditation of its educational programs, especially through academic mobility. Mobility connected ITESCAM with international destinations such as the United States, Canada, Ecuador, Peru, Colombia, Brazil, Spain, Tunisia, Romania, and China.

Academic mobility and educational quality: Academic mobility does not only imply geographical displacement, but also drives adjustments in teaching practice. Teachers are committed to updating their knowledge, fostering competitiveness and establishing links with other institutions, improving educational quality. The diversity of destinations and the variability in the motivation for mobility underline ITESCAM's adaptability to changing demands.

Educational programs and internationalization: ITESCAM hosts nine educational programs, reflecting a commitment to cutting-edge academic training. The connection between the internationalization of the curriculum, academic mobility and educational

quality positions it as a key player in regional education, demonstrating an exceptional capacity to adapt and thrive in a globalized and dynamic environment.

Impact of mobility on educational programs

Table 1 provides a detailed overview of the impact of mobility on the various ITESCAM educational programs during the study period. This analysis not only quantifies student and faculty participation, but also reveals significant patterns and trends, with Mechatronics Engineering being the educational program that stands out with a staggering 34.1%.

This programme has emerged as a key player in the academic mobility landscape, and this impact is not accidental. Participation in competitions has provided Mechatronics Engineering students with exceptional opportunities for international interventions. This phenomenon underlines the crucial intersection between academic commitment, participation in competitive events and international projection, all of which are fundamental elements for a comprehensive and competitive education.

The diversity in participation rates across educational programs reflects the uniqueness of each and highlights the importance of considering the specific characteristics of each discipline when planning curriculum internationalization strategies. For example, the Biochemical Engineering (IBQA) and Computer Systems Engineering (ISC) programs exhibit solid percentages, each with a unique role in ITESCAM's global contribution.

Table 1. Mobility percentage by educational program.

PE	N	%
IBQA	21	17.1
IIAL	3	2.4
IIND	17	13.8
IINF	12	9.8
IMAT	6	4.9
IMCT	43	35.0
ISC	13	10.6
LADM	8	6.5
Total	123	100.0

Source: Own elaboration.

Unraveling the dynamics of mobility between students and teachers at ITESCAM sheds light on a fundamental aspect of the internationalization of the curriculum. The

analysis reveals a significant disparity, with students leading mobility with a staggering 86.2%, while teachers account for 13.8%.

Mobility dimension

The classification of mobility into national and international reveals a fundamental dimension of ITESCAM's commitment to the internationalization of the curriculum.

Ninety-two point seven percent of international mobility highlights the importance of exposure to different latitudes, cultures and languages in academic and personal development. Immersion in international contexts not only enriches the educational experience, but also prepares students to face global challenges and contribute to building a more interconnected world.

Seven point three percent of national mobility, although representative, suggests that there is room for expansion of mobility programs at the national level. This aspect raises questions about how collaborations and exchanges with educational institutions within the country can be strengthened to enrich the diversity and quality of the educational experience.

It is crucial to consider that these percentages are not just numbers; they encapsulate an educational strategy that places ITESCAM at the forefront of internationalization in the region. The institution not only provides technical knowledge, but also fosters global citizenship, preparing students and teachers to contribute significantly in an increasingly interdependent world.

Purpose and motivation in academic mobility

A deep understanding of the purpose and motivation driving academic mobility is revealed as a crucial component in ITESCAM's internationalization strategy. Mobility is classified according to motive, which unravels the intentions behind participation, offering valuable insight into the drivers underlying the pursuit of international experiences.

Sixty-one point eight percent of participants, when opting for scholarship programs, show that funding plays a crucial role in achieving their goals. This finding suggests that scholarship opportunities are not only attractive but also effective in encouraging participation in mobility programs, which underlines the importance of having financial resources to support the internationalization of the curriculum.

On the other hand, 20.3% of participation was motivated by competitions, which highlights the importance of competitions as a mechanism for promoting mobility. This

competitive approach not only encourages academic excellence, but also stimulates students' desire to stand out and represent their institution internationally.

Seventeen point nine percent of mobility through agreements reveals the importance of inter-institutional partnerships. This type of mobility, where students undertake academic stays at other universities to take courses from their study plan, strengthens academic ties and provides a unique and complementary perspective to traditional training.

Dynamics of student mobility

The classification of inbound and outbound mobility adds an additional layer of complexity to ITESCAM's internationalization strategy. It reveals a dynamic where eighty-three point seven percent of participants had the opportunity to leave the country, while sixteen point three percent experienced inbound mobility, living with students and teachers from other nations. This disaggregated analysis reveals the interactions and cultural exchange in the context of academic mobility.

The predominance of outbound mobility underscores the institution's commitment to creating global citizens. Eighty-three point seven percent participation in international programs underscores the importance of providing students and faculty with opportunities to explore, learn, and contribute in international contexts. This constant flow abroad not only enriches the academic experience, but also contributes to the development of individuals with broad perspectives and intercultural skills.

Inbound mobility, although represented to a lesser extent, is of great relevance. The 20 participants who experienced academic life at ITESCAM not only brought cultural diversity to the campus, but also enriched the interactions and learning of the local community. This two-way exchange not only strengthens internationalization, but also contributes to the construction of a global and diverse academic community.

Opportunities generated by the management of academic mobility programs

An overview is provided of the number of programmes managed during the study period at ITESCAM, revealing a range of opportunities that have allowed students and teachers to participate in academic mobility. This detailed analysis indicates the specific participation by educational programme and the type of call to which it was applied, unraveling the complexity and diversity of the opportunities provided.

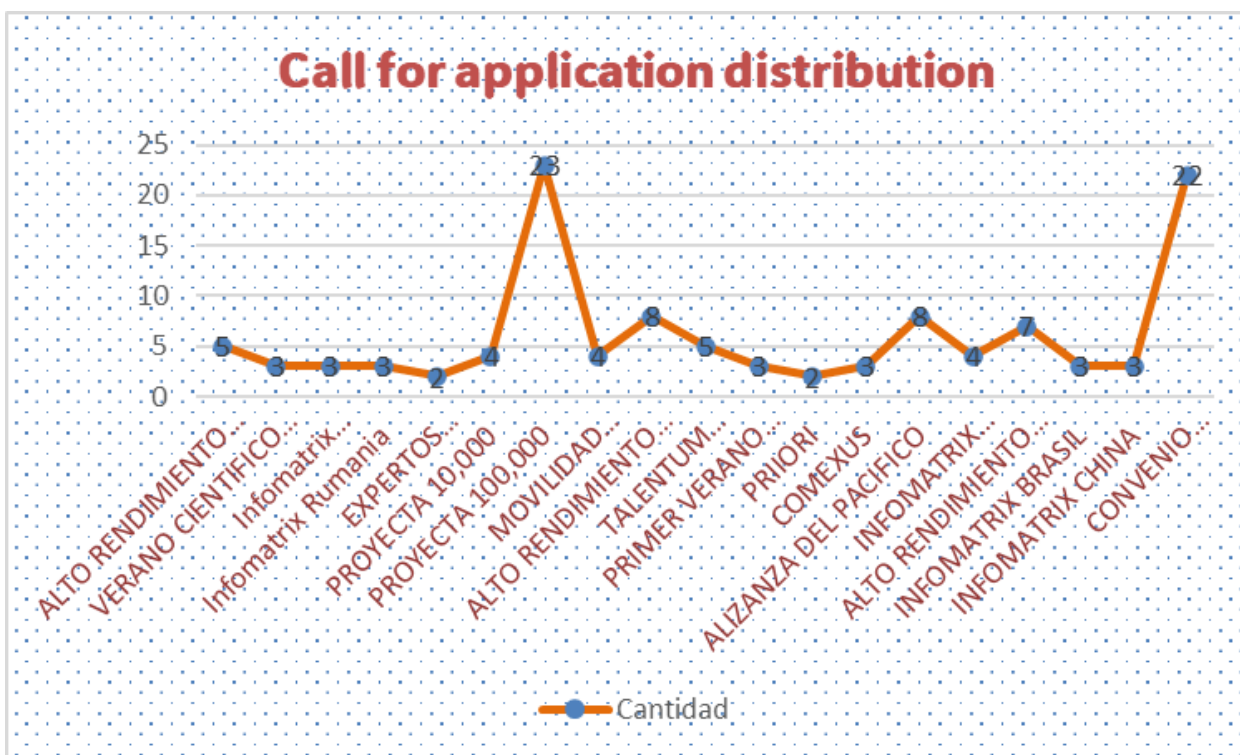
The range of educational programs and the variety of calls for applications present ITESCAM as an institution committed to offering academic mobility opportunities adapted to the various disciplines and aspirations of its educational community. This comprehensive approach recognizes the diversity of talents and interests, providing a mosaic of opportunities that goes beyond traditional academic training.

The distinction between the types of calls provides valuable information on the motivations that drive participation in mobilities.

International destinations and frequency of participation by educational program

Figure 2 emerges as a visual map that traces the international destinations explored by ITESCAM participants, providing a detailed perspective of the geographic and cultural diversity that has enriched the academic experience. This analysis examines the frequency of participation by educational program, offering a stratified view of how different disciplines have interacted with the international stage.

Figure 2. Distribution of mobility by call.



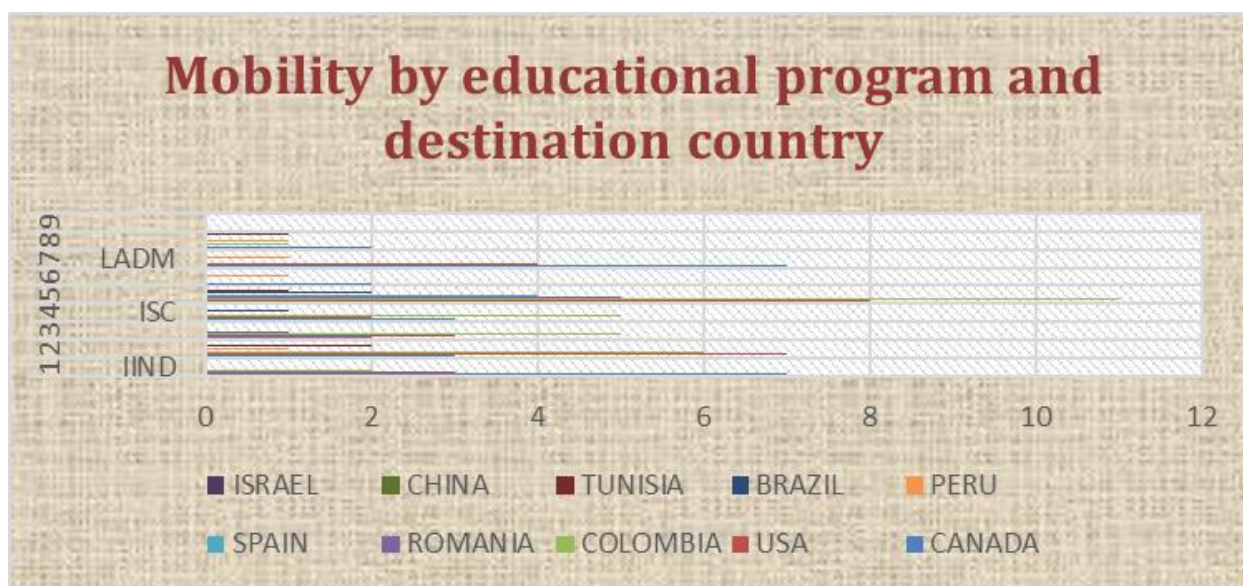
Source: Own elaboration.

The variety of countries explored underlines the breadth of ITESCAM's international vision, providing students and faculty with opportunities for immersion in diverse cultures, languages, and academic contexts. This geographic diversity not only

enriches the individual experience, but also contributes to building a global and connected academic community.

Analysis by educational program reveals interesting patterns in terms of preference and frequency of participation in specific destinations. Each discipline, by interacting with certain countries, contributes to the creation of international networks and partnerships that can be valuable for long-term academic and professional development (See Figure 3).

Figure 3. Distribution of educational programs and countries visited.



Source: Own elaboration.

Discussion

Strategic implementations for the internationalization of the curriculum at ITESCAM have emerged as a transformative force, generating significant inputs that have a strong impact on the evaluation and accreditation of educational programs. Academic mobility, in particular, stands out as a catalyst that accelerates educational quality processes and redefines students' perspectives and aspirations (Valencia and Ortiz, 2015).

The detailed analysis of mobility reveals an intrinsic connection between curriculum internationalization, academic mobility and educational quality at ITESCAM. This innovative approach places it at the forefront of educational internationalization in the Campeche region, highlighting its ability to adapt and thrive in a globalized and dynamic environment. This connection is supported by previous studies that underline the

importance of academic mobility in improving educational quality and the professional development of students (Knight , 2012; De Wit , 2020).

Impact of mobility on educational programs: The analysis of mobility between students and teachers reveals a significant asymmetry, with students leading mobility with a staggering 86.2%, while teachers represent 13.8%. This pattern is similar to that found by Castro and Becerra (2020), who reported that in Mexican institutions, student mobility exceeds teacher mobility by 80%. Student mobility seeks to enrich knowledge and acquire intercultural skills, contributing to the global projection of the institution. On the other hand, teacher mobility contributes to academic excellence and fosters interinstitutional collaboration.

Mobility dimension: Understanding the motivations behind academic mobility is revealed as a crucial component in ITESCAM's internationalization strategy. Scholarship-motivated mobility (61.8%) demonstrates the importance of funding to encourage participation in mobility programs, similar to what Kingeski (2021) mentions, where 60% of students cite scholarships as the main incentive to participate in international mobility. Murrieta *et al.*, (2023) also found that 62% of students who participated in international mobility did so thanks to scholarships. Participation motivated by competitions (20.3%) highlights the relevance of competitions as a driving mechanism for mobility, which is consistent with the findings of Sierra (2018), who reported that 18% of student mobility in his study was driven by academic competitions. Mobility through agreements (17.9%) reveals the importance of inter-institutional partnerships to strengthen the internationalization of the curriculum, as mentioned by Gacel (2018), who found that agreements represent 20% of international mobility in Latin American universities.

Purpose and motivation in academic mobility: The two-way approach not only strengthens internationalization but also contributes to building a global and diverse academic community (Guzmán-Sanhueza *et al.*, 2023). In their study, they found that two-way mobility not only increases cultural diversity in institutions but also improves the quality of teaching and learning. These results highlight the need for an integrated internationalization strategy that addresses both institutional and individual needs, as suggested by Guzmán-Sanhueza *et al.* (2023).

Dynamics of student mobility: The variety of countries explored underlines the breadth of ITESCAM's international vision, contributing to the construction of a global and connected academic community. The results presented are consistent with the principles

and objectives of the Comprehensive Model for Academic Development and Student Globalization (MIDAGE), highlighting its crucial role in the transformation and positive impact of internationalization.

Opportunities generated by the management of academic mobility programs: they are fundamental for the comprehensive development of students. Strategic programs not only provide enriching international experiences, but also enhance the employability of graduates by equipping them with global skills (Knight , 2012; De Wit , 2020). A comparative study by Knight (2012) shows that graduates who participate in international mobility programs are 30% more likely to be hired in well-paid jobs aligned with their studies, compared to those who do not participate.

International destinations and frequency of participation by educational programme: International destinations and frequency of participation vary by educational programme, suggesting a need for tailored strategies to maximise the benefits of mobility in each discipline. This tailored approach allows for better alignment of mobility opportunities with students' academic and professional goals.

Curriculum internationalization and academic mobility at ITESCAM have proven to be effective strategies for improving educational quality and preparing students for a globalized environment. These results not only benefit the ITESCAM academic community but also provide valuable insights to the scientific community on best practices in educational internationalization.

Conclusions

This study has unraveled the complexities and synergies between the internationalization of the curriculum and academic mobility at ITESCAM, offering a comprehensive view that transcends mere geographical mobility to reveal the fundamental role of these elements in the educational quality and global projection of the institution.

Academic mobility has emerged as an essential catalyst to accelerate educational quality processes at ITESCAM. Beyond being a geographic displacement, mobility drives substantive adjustments in teaching practice, fostering updating, competitiveness and the establishment of valuable links with other institutions.

The diversity of educational programs, from Biochemical Engineering to Sustainable Agricultural Innovation Engineering, reflects a comprehensive commitment to

cutting-edge academic training. The institution's adaptability through diverse programs responds to global demands and emerging trends in diverse fields.

The asymmetry between student and faculty mobility reflects different functions and motivations. Student mobility enriches knowledge and perspectives, contributing to the global projection of the institution. Faculty mobility, although lower in percentage, plays a strategic role by contributing new ideas and methodologies.

A thorough understanding of motivations highlights the relevance of scholarships, competitions and international agreements. Mobility motivated by scholarships demonstrates the effectiveness of funding in incentivizing participation, while participation motivated by competitions and agreements underlines the importance of competition and inter-institutional partnerships.

The diversity of the programs managed highlights ITESCAM as an institution committed to offering academic mobility opportunities adapted to various disciplines and aspirations. The variety of calls and destinations presents a mosaic of opportunities that goes beyond traditional academic training.

This study lays the foundation for future research that further explores the dynamics of curriculum internationalization and academic mobility in the educational environment. Continuous adaptation of strategies, diversification of destinations, and optimization of financial resources can maximize the benefits of internationalization. Furthermore, future research can address the effectiveness of specific programs, assess the long-term impact on the academic community, and explore deeper inter-institutional collaborations. It also provides a significant contribution to the ever-evolving academic field of curriculum internationalization.

The findings of this study strongly reveal the fundamental and transformative role of the Comprehensive Model for Academic Development and Student Globalization (MIDAGE) in the successful implementation of internationalization strategies.

The interrelation between the internationalization of the curriculum, academic mobility and MIDAGE has generated impressive results over ten years, evidencing its effectiveness in improving the educational quality and the global projection of the institution.

This study highlights the unique and significant contribution of MIDAGE as a comprehensive model that not only guides but also enriches the educational experience, positioning ITESCAM at the forefront of educational internationalization in the region.

Future lines of research

Explore how different disciplines within the institution respond to academic mobility and how it contributes to the specific development of each field. This would allow for a more detailed understanding of the unique needs and opportunities of each educational program.

Conduct long-term monitoring of mobility programme participants to assess the impact throughout their careers. This could reveal the duration and sustainability of the benefits derived from international experience, as well as contributions to long-term academic and professional excellence.

Conduct detailed comparisons with other higher education institutions at national and international level. This would allow contextualizing the results obtained, identifying best practices and understanding global trends in the internationalization of the curriculum and academic mobility.

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