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Artículos científicos

Movilidad académica internacional y su impacto en la formación de docentes en Educación Física: estudio de caso BINE

International academic mobility and its impact on teacher training in Physical Education: BINE case study

Mobilidade acadêmica internacional e seu impacto na formação de professores de Educação Física: estudo de caso BINE

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Resumen

El objetivo de la investigación fue valorar el impacto del programa de movilidad académica internacional en la formación docente de dos egresadas del BINE tomando en consideración las dimensiones profesional, cultural y personal. A partir de la pregunta de investigación ¿Cuál fue el impacto en la formación docente de dos profesoras egresadas de la Licenciatura en Educación Física del Benemérito Instituto Normal del Estado “Gral. Juan Crisóstomo Bonilla” que participaron en programas de movilidad académica internacional? La investigación es cualitativa con diseño narrativo, enmarcada en el estudio de caso, utilizando la entrevista a profundidad en dos momentos: durante su formación docente en octavo semestre (2016) y



durante sus primeros años de servicio profesional (2019). Los resultados indican que la movilidad académica internacional influyó en la mejora de la formación docente en tres dimensiones: personal, profesional y cultural. Desde la dimensión personal, se fortalecieron los valores: perseverancia, disciplina, esfuerzo, convivencia y gratitud; los valores familiares: honra a los padres y apoyo incondicional de la familia; y los logros: motivación, meta alcanzada, maestro inspirador, motivador y guía del alumno. En la dimensión académica, se fortalecieron los valores éticos y profesionales como responsabilidad, amor por la profesión, ética profesional; mejora en la formación docente: crecimiento profesional y mejora en la actuación docente; en la dimensión cultural, se fortaleció el conocimiento de la historia y los rasgos culturales de la región visitada: tradiciones, costumbres, etc., identificando las coincidencias y diferencias culturales de ambos países, obteniendo una experiencia invaluable que trasciende en su ejercicio profesional.

Palabras clave: movilidad académica, formación docente, educación física, egresadas y educación superior.

Abstract

The objective this research was to assess the impact of the international academic mobility program on the teacher training of two BINE graduates, considering the professional, cultural and personal dimensions. The research question was what the impact on the teacher training of two graduated teachers from the Bachelor of Physical Education of the Benemérito Instituto Normal del Estado “Gral. Juan Crisóstomo Bonilla” who participated in international academic mobility programs? The research was qualitative with a narrative design, framed in a case study, using the in-depth interview in two moments: during the teacher’s training at the eighth semester (2016) and at the first years of professional service (2019). The results indicate that international academic mobility influenced the improvement of teacher training in three dimensions: personal, professional and cultural. From the personal dimension, the values were strengthened: perseverance, discipline, effort, coexistence and gratitude; family values: honor parents and unconditional support of the family; and achievements: motivation, goal achieved, inspiring teacher, motivator and student guide. In the academic dimension, ethical and professional values such as responsibility, love for the profession, professional ethics were strengthened; improvement in teacher training: professional growth and improvement in teaching performance; In the cultural dimension, knowledge of the history and cultural features of the

region visited was strengthened: traditions, customs, etc., identifying the cultural coincidences and differences of both countries, obtaining invaluable experience that transcends their professional practice.

Keywords: academic mobility, teacher training, physical education, graduates and higher education.

Resumo

O objetivo da pesquisa foi avaliar o impacto do programa de mobilidade acadêmica internacional na formação docente de dois egressos da BINE, considerando as dimensões profissional, cultural e pessoal. A partir da questão de pesquisa, qual foi o impacto na formação docente de dois professores egressos do Bacharelado em Educação Física do Instituto Normal Benemérito do Estado “Gral. Juan Crisóstomo Bonilla” que participou de programas de mobilidade acadêmica internacional? A pesquisa é qualitativa com desenho narrativo, enquadrada no estudo de caso, utilizando a entrevista em profundidade em dois momentos: durante sua formação docente no oitavo semestre (2016) e durante seus primeiros anos de serviço profissional (2019). Os resultados indicam que a mobilidade acadêmica internacional influenciou na melhoria da formação docente em três dimensões: pessoal, profissional e cultural. Da dimensão pessoal, fortaleceram-se os valores: perseverança, disciplina, esforço, convivência e gratidão; valores familiares: honrar os pais e apoiar incondicionalmente a família; e conquistas: motivação, objetivo alcançado, professor inspirador, motivador e guia do aluno. Na dimensão acadêmica, foram fortalecidos valores éticos e profissionais como responsabilidade, amor à profissão, ética profissional; melhoria na formação de professores: crescimento profissional e melhoria do desempenho docente; Na dimensão cultural, fortaleceu-se o conhecimento da história e características culturais da região visitada: tradições, costumes, etc., identificando as coincidências e diferenças culturais de ambos os países, obtendo uma experiência inestimável que transcende a sua prática profissional.

Palavras-chave: mobilidade acadêmica, formação de professores, educação física, graduados e ensino superior.

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Introduction

In Mexico, one of the Higher Education Institutions that train teachers who will work in basic education are normal schools, these educational centers have promoted a diversity of programs to contribute to the educational quality of future teaching professionals. One of these programs, the academic mobility of students has been promoted for more than ten years, specially at the Benemérito Instituto Normal del Estado “Gral. Juan Crisóstomo Bonilla” (BINE) from the city of Puebla Mexico. From the 11 public normal schools in the state of Puebla, the BINE stands out for its age and presence at the national level, for this reason the interest in inquiring about the effect of student mobility in this institution arises. The BINE offers six Bachelor's programs: in Preschool Education, in Primary Education, in Secondary Education with a specialty in Telesecundaria (it changes to a Bachelor's Degree in Teaching and Learning in Telesecundaria with the 2018 Study Plan), in Special Education (currently Bachelor's Degree in Educational Inclusion with the 2018 Study Plan) and in Physical Education.

In 2010, the National Program for the Exchange of Young Teachers (INTERJOM) was implemented, sponsored by the Ministry of Public Education (SEP), through the General Directorate of Higher Education for Education Professionals (DGESPE) with the support of the Agency Association of International Cooperation for Development (AECID) and the Department of Education of the Embassy of Spain in Mexico. The program consisted on promoting the academic mobility of students from both countries, through three-month stays.

The INTERJOM program was enforced during the years 2010, 2011, 2012 and 2013. In the BINE, one student was considered for each degree, that is, 6 students generally attended Spain; Subsequently, for the 2014 version, the so-called "BINE - UCLM International Mobility Program" arises, agreed between the BINE and the Castilla La Mancha University of the city of Cuenca, Spain, with the purpose of promoting quality in the training of teachers of each one of the educational centers and that gave follow-up to the disappeared INTERJOM program.

In 2019 the BINE-UCLM International Mobility Program ended, but BINE continues to promote the international mobility of its students and with financial resources from the institution, it sends six students (one per educational program) to carry out academic stays in Institutions of Higher Education in Spain.

Currently, there are a good number of students who have benefited from international mobility scholarships at BINE, highlighting that with the modality "BINE International Mobility Program - UCLM", it is up to two students from the BINE Degree in Physical Education to

participate in the program. In 2015 and 2016 the study subjects of this research, based on narratives, described their teaching experience in educational centers in Spain. It should be noted that the two students are chosen for their high academic performance and for the academic link with the research group that develops the study.

Therefore, talking about the academic experience of two students is important because it will provide knowledge regarding the academic impact on teacher training; It will also provide elements for decision-making and the establishment of public policies for Normal Schools and their consolidation process as Higher Education Institutions (HEIs).

On the other hand, it is important to reconsider the issue of teacher training, since it is presented to us, according to Vaillant and Marcelo (2015) as a "complex and diverse phenomenon around which there are few conceptualizations and even fewer agreements, regarding the most relevant dimensions and theories for its analysis" (p. 18). At the same time, it is described that the concept of teacher training incorporates an eminently personal dimension, which contributes to the overall human development of people (Vaillant and Marcelo, 2015). In this order of ideas, Vaillant and Marcelo (2015) affirmed that social changes have not been reflected in the transformation of teacher training processes. At the same time, they argued that on the one hand excellent teachers represent the best input to achieve educational quality, there is also a consensus that it is a complex and long-term mechanism that requires the design and implementation of relevant training systems. of teachers (Vaillant and Marcelo, 2015).

In the Normal Schools, mobility programs are scarce and with coverage for very few students. From the bibliographic review, few studies were found on the academic mobility of normal students abroad. For this reason, carrying out research on international academic mobility and its effect on teacher training that provides knowledge for decision-making is vital, in addition to the fact that it is seen as necessary to generate studies that recognize the value of this type of scholarship to increase the number of participants. .

Therefore, knowing in the voice of the students the experiences lived and the impact that these have had on their professional training, is an important step for the generation of knowledge that contributes to the establishment of actions for a quality teacher training. Based on all of the above, the following research question was established:

What was the impact on the teacher training of two teachers graduated from the BINE Physical Education Degree who participated in international academic mobility programs?

Objectives

a) General

- Assess the impact of the academic mobility program on the teacher training of two graduates of the Bachelor's Degree in Physical Education of the Benemérito Normal Institute of the State from the professional, cultural and personal dimensions.

b) Individuals

- Explore the impact on the professional dimension of two physical education teachers graduated from BINE who participated in international academic mobility.
- Understand the effect on the cultural dimension of two physical education teachers graduated from BINE who participated in international academic mobility.
- Study the influence on the personal dimension of two physical education teachers graduated from BINE who participated in international academic mobility.

In the study by Bustos-Aguirre (2020) it is mentioned that the internationalization of higher education emerged in the eighties to name the first student mobility actions for credits in European institutions. Therefore, it is important to describe the meanings attributed to the internationalization of higher education, in addition to analyzing the way in which student mobility contributes to improving teacher training.

In the review of topics on international academic mobility, the work of Villalón (2017) analyzes student mobility as an internationalization strategy in one of the Regional Centers of the University of Guadalajara, the Centro Universitario del Norte, in Jalisco, Mexico, This study shows the ideal methodological strategies to evaluate international mobility from the perspective of students. The case study is presented as a methodological strategy to identify the learning that results from the experience of studying abroad.

In the study by Villalón (2017) the expectations of the students of the University of Guadalajara are analyzed as an incidence factor in the low rates of international mobility in this university center. The purpose of the work is to detect the reasons that conceal the absence of expectations towards the future possibilities offered by studying in a foreign country based on the question: what perception do CUNorte students have about study stays in foreign universities? The intention of the research was focused on knowing, on the one hand, the learning or skills that are acquired during mobility, especially in students who have already lived the experience; and on the other hand, to know the future expectations of those potential students

to carry out stays, to know their perceptions and their evaluations regarding what it means to study outside their environment, their context of friends and their family.

Based on the above, the following questions are posed: how to assess the impact that this experience has for young people?, what learning do they acquire when they study abroad?, what skills do they develop when they live immersed in cultural contexts other than their own? ? In the conclusions of the study, it is established that the issue of mobility is a challenge in various aspects and in the specific case of the University Center of the North, it means a problem, due to its stagnation and regression. Mainly because it still registers low mobility indices, since it lacks preparation, monitoring and evaluation actions in the few mobilities and stays that occur. (Villalón, 2017).

In the work of Limón and Santillana (2019), they applied a survey to 31 informants from a normal school who participated in student mobility experiences, establishing 5 dimensions of analysis: cultural, social, identity, personal and academic. Standing out in the study that the academic dimension was the most developed, because "it allowed them, for example, to learn new teaching-learning strategies, study techniques, contextualized practice, among others". (Lemon, 2020, p. 25).

In another study (Paletta, 2017) the experience lived in a normal school in Mexico by a Uruguayan student is narrated. She obtained the scholarship thanks to the "Paulo Freire" project for Latin American students; The research describes everything that was done during her stay at the Normal School "Andrés Balbanera" located in the city of Querétaro, Mexico.

Materials and methods

The research conforms to the qualitative approach, according to MacMillan and Schumacher (2005) is one that describes and analyzes collective and individual social behaviors, opinions, thoughts and perceptions. In that sense, qualitative research is interactive, that is, face to face.

The type of research is narrative, in the words of Arias (2015) narrating implies putting what has been experienced into words, as ideas and emotions; give new meaning to experiences, fill history itself with meaning by renaming and re-creating a series of events, which more than responding to a chronological and objective order, respond to a logical and subjective

framework, which accounts for the particular and complex configuration in front of the facts lived.

According to Flick (2012) the narrative is an approach to approach the individual worlds of experience, based on the following: 1. The initial situation is summarized. 2. Relevant events are selected. 3. They are presented in a coherent progression. 4. The situation at the end of development (what it became) is presented.

At the same time, the research uses the "case study" design. McMillan and Schumacher (2005) define it as that "data analysis focused on a phenomenon, selected by the researcher to understand regardless of the number of scenarios or participants in study" (p. 403).

According to McMillan and Schumacher (2005) a case study examines a "defined system or case in detail over time, using multiple data sources found in the environment. The case can be a program, an event, an activity or a set of individuals defined in time and place. (p.45).

The case study implies a research process that is characterized by a detailed, comprehensive, systematic and in-depth examination of the case that is the object of interest and the instrumental case, when, on the contrary, the researcher is interested in a problem and is looking for a case that provides information. These studies analyze an individual or collective case. For their part, Dorio, Sabariego and Massof (2009) state that case studies can be classified based on different criteria. But, considering the fundamental objective they pursue, Stake (1998 cited in Dorio, Sabariego and Massof, 2009) identifies "three modalities: intrinsic case study, instrumental case study and collective case study". (p. 314).

The intrinsic case study occurs when the basic purpose is to achieve a greater understanding of the case itself. It is intrinsically interesting and we want to learn about it in particular. The final product is a basically descriptive report. This definition conforms to the study carried out with the two teachers who participated in this investigation.

In-depth interviews were used for data collection. To analyze the data, its review is entered from the inductive logic (Dorio, Sabariego and Massof, 2009), that is, "literally immersing yourself in a document or situation to identify the most relevant issues or dimensions" (p. 359). Therefore, we proceed to the coding and categorization of the data obtained through the interview. Coding is defined "as the specific operation by which each content unit is assigned the proper code of the category where it is included" and categorization is "understood as the division and simplification of content into units or categories according to criteria themes" (Dorio, Sabariego and Massof, 2009, p. 358).

Therefore, some steps recommended by Álvarez-Gayou (2004) are followed, such as digitizing the information (interview transcripts), printing it leaving a wide margin on the right side to make notes, reading continuously, identifying words or ideas that are repeat, in this case, it is determined that there are three dimensions: personal, academic and cultural, in addition to the categories that will be presented later.

Results

The interviewees in their student stage carried out their professional practices in primary schools in Spain, specifically in the city of Cuenca, but in a different year. In one of the cases, in 2015 at the Ramón y Cajal School; and in the second case in 2016, at the Colegio de Santa Teresa.

The in-depth interviews had two moments, one part was carried out during the months of April and May 2016 with the first five questions of the interview guide and in a second moment, from September and October 2019 with another five questions, when they were already graduates. Regarding the first question, what did obtaining the scholarship to do professional internships in Spain represent for you? One of them states that:

I felt very proud to be Mexican when I stood in front of a whole group of Moroccan, Peruvian, African, Chinese, Malian, Algerian, Russian, Italian, Paraguayan, Ukrainian, Dominican, etc. children. to teach them, because I was able to leave them some Mexican riches such as traditional Mexican games and some activities that are carried out in schools in Mexico, I also explained some words that we use here. (Field diary).

Regarding the second question, what differences do you identify between education in Spain and Mexico? it is answered that:

Regarding physical education, the teaching styles and strategies could be the same with the aim of improving self-image, self-esteem, autonomy, body expression, hygiene, health, nutrition, values, self-confidence, growth and motor development. , etc. with the difference that from the third grade of primary school in Europe they are given knowledge of the diversity of physical-sports activities. (Field diary).

At the same time, it is shared that:

Students with special educational needs (N.E.E.) are also integrated into classes with everyone else and are also attended by specialists in a separate schedule from physical education, specifically students with motor disabilities. In the same way, the evaluations are by periods, giving primary importance to the initial and final, recording the corresponding notes on the sheet that each student has with their data. (Field diary).

Furthermore, it is stated that:

In Spain, the Faculty Cloisters are held, which here in Mexico are known as School Technical Councils (C.T.E.) where only the institution's teachers directed by the director participate, who also have the presence of a higher authority in occasions to corroborate that it is carried out, attendance at the sessions of the cloister and the C.T.E. It is mandatory for all its members, they are held every quarter. but mainly at the beginning, in the middle and at the end of the school year in Castilla-La Mancha and in Mexico on the last Friday of each month. (Field diary).

Regarding the third question, how was your teacher training strengthened with this scholarship?, the interviewees affirm that the academic experience in Spain also contributed to the acquisition of the graduate profile, as can be seen in the following text:

It also strengthened my graduate profile traits, since I can express my ideas more clearly, my vocabulary was enriched, I acquired more strategies to develop my class and thus involve all the students, I can take advantage of the material I have and select it according to the school level and the students. (Field diary).

Finally, it is highlighted that:

I achieved many of my main objectives, which were to observe the way of teaching in Spain, the strategies they use, the influence of the physical educator on student learning, to know the behavior and discipline of the student, to know the terms and concepts they use to communicate and teach in Spain, see how the teacher training of physical educators is carried out and how they carry out their practices, learn about the types of programs they use, etc. (Field diary).

Regarding the fourth question, what academic activities do teachers in Spain carry out that could be recovered for the Mexican context? The interviewees affirm that teachers:

They carry out various excursions for each course, such as visits to museums, appreciation of plays, pre-sports contests, during recess they hold games and contests for students, promote physical activity, etc. as agreed in the school council at the beginning of the school year. (Field diary).

In relation to question five, after living the academic experience in Spain, what expectations do you have of the teaching profession?, the interviewees affirm that:

Teaching is a very rewarding profession, since it becomes a way of life”; emphasizing that “despite being different worlds, education has the same purpose, which is to make students competent and teach them not only for their academic training, but also to teach them for life. (Field diary).

With reference to question number six, how would you describe your school career in the Physical Education Degree at BINE? One of the interviewees states that:

I was an instructor of the Ponte al 100 program, which was created to guide the development of activities that they undertake jointly, in quantifiable improvements in the standard of living and health of the Mexican population. I worked in the undergraduate summer course teaching the hygiene and health workshop in the first year and in the following two years I taught the basketball workshop. I was in the soccer and basketball team of the B.I.N.E and I participated in almost all the extra activities that the degree had, such as promoting it for high school students, climbing the Malinche mountain, etc. (Field diary)

In relation to question seven, what personal and family aspects influenced to obtain an outstanding school performance? The following is stated:

Of the five siblings that we are, only I took advantage of the unconditional support of my parents to obtain a degree. In all my teacher training I never received a no from them when I asked permission to participate in activities that depended on economic expenses, I also always liked to study and learn new things. It is thanks to them that I was able to continue studying, being my driving force at all times, as well as, thanks to my effort and dedication, I was able to successfully finish my degree. It was a commitment with them and with myself, because the last thing I wanted was to disappoint them and fail myself, having bad grades. (Field diary).

Likewise, important aspects such as:



Discipline, punctuality, cleanliness, order, values, friendship and happiness are part of my personality, factors that helped me grow as a person and with which I show myself what I am capable of achieving. Also, I try to be good at everything, a good daughter, respecting and honoring my parents; good sister, being present when they need me or require advice or just a hug; good friend, offering them a sincere and unconditional friendship; good person, helping others when I can and have the opportunity whether I know them or not; good Christian, fulfilling my commitments with God; but above all, to be the best physical educator striving to do an excellent job for my students. (Field diary).

Regarding question eight, what aspects of professional training did you need to have a better job performance in the practice school abroad? The following is stated: "to have school sports preparation, because children in the third grade of primary school are already beginning to learn about and practice sports activities." (Field diary).

Regarding question nine, how did the academic experiences lived abroad influence your current professional teaching performance? It is stated that:

The academic experience that I lived in the city of Cuenca, Spain has had an impact on my current professional teaching performance in strengthening my professional ethical values, such as integrity in my classes by giving my best as a teacher, without the need for presence of some authority so that I can see how I work, the commitment to my work, complying and participating when indicated by my superiors, being loyal to my teaching work, actively participating in the commissions and/or activities that are carried out, respecting the rules and the directions, I teach my students by good example, etc.

It also helped me create my own teaching style, because previously I wanted to be and teach like some teachers I admired for the way they gave their classes and it was thanks to Professor Julio, a teacher at the Santa Teresa School where I practiced, that I learned that the way teaching goes according to your personality and that what works for one teacher, may not work for another, so according to my way of being, it was that I discovered my teaching style, leaving essence and love in everything what I do. (Field diary).

With reference to question ten, how would you describe the school activities where you participated in Spain, having an outstanding participation? The following is mentioned:

On February 10, 2016, Ash Wednesday, the teachers took the Catholic students to the church, where the priest held the Eucharistic celebration and then placed the ash on the heads of those of us who attended, while a teacher stayed at the school with the children to teach the subject of ethics. I collaborated taking charge of one of the groups in the transfer from the school to the church and in maintaining order as we walked, since it was not very far. (Field diary).

At the same time, the following is commented:

On Thursday, March 9, they took the sixth grade children on an excursion to Navacerrada Madrid organized by the group teachers and the physical education teachers. My participation consisted of helping to maintain discipline and take care of the students. (Field diary).

Results: analysis and interpretation

To analyze the results, it is important to integrate them into a table that will allow the study to be deepened; At the same time, it will be possible to observe in greater detail the specific aspects that the informants of the subject gave in response to the research questions, established in dimensions and categories of analysis (see table 1).

Table 1. Dimensions and categories of analysis

No.	Dimensions	Categories
1	Personal	<ul style="list-style-type: none"> • Personal values such as perseverance, discipline, effort, dedication, commitment, coexistence and gratitude. • Family values: honoring parents and unconditional family support. • Achievements: motivation, goal achieved, inspirational teacher, motivator and student guide.
2	Academic	<ul style="list-style-type: none"> • Ethical and professional values such as responsibility, love for the profession, respect, professional ethics, etc. • Improvement in teacher training: professional growth, knowledge of the educational system and strengthening of the traits of the graduate profile. • Improvement in teacher performance: making the teacher competent, implementation of a reading program, adoption of a teaching style and pre-sports competitions.
3	Cultural	<ul style="list-style-type: none"> • Cultural activities: excursions and visits to museums. • Knowledge of the history of the country visited. • Cultural features of the region of Cuenca, Spain: traditions, customs, etc.

Fuente: own design

In general, the informants coincide in highlighting the following contributions: there was professional growth and achieving international mobility was the result of their personal effort. Emphasis is placed on professional growth, because it allowed them to interact academically in another context; At the same time, it started from a motivation to achieve a goal, because it should be noted that from the moment they entered BINE the students focused on achieving quality teacher training, striving every day to achieve the goal.

On the other hand, three keywords are identified: effort, dedication and perseverance of both informants to achieve excellent professional training. Effort, because it represented obtaining the best grades from the different professors; dedication, because in addition to maintaining a decent grade point average, the students were involved in artistic, cultural, sports

activities, etc., which gave them presence and notoriety at the time of deliberation to determine the winners of the scholarship; another factor was perseverance, so as not to give up in his efforts to preserve an impeccable school career.

Another recurring aspect in the statements of the interviewees was that they used terms such as “to leave a mark on the hearts of the students”. The foregoing are important aspects for the analysis of this study, because we would not only speak of distinguished students for their academic trajectory, but of good people, with sensitivity and noble feelings that exalt them and that are somehow reflected in the appreciation of the students, teachers, parents and students with whom they interacted. Another widely used term is that they wanted to “provide their students with learning”, a fundamental function of any educator and that denotes the professional aspect of the two normal school students and now, teachers in the professional teaching service.

Discussion of the results

The results of the research show evidence about the importance and necessity of academic mobility in undergraduate students, because this activity provides transcendental experiences for teacher training. In the case of the two interviewees, they agree on the benefits of mobility and its impact on the personal, professional and cultural dimensions.

Therefore, it is important to preserve and encourage more support for international mobility scholarships for students, because this has two positive effects; on the one hand, action is motivated, that is, trainee teachers strive to obtain a complete professional training and on the other, by obtaining the scholarship, they experience activities that will have an impact on their professional life.

The strengthening of the features of the graduation profile and the improvement of teaching performance are vital categories to highlight the benefits of obtaining an international mobility scholarship; At the same time, recognition of the teaching profession is observed, identifying it as rewarding and one of the most complete, highlighting characteristics of the teacher as a being who inspires, motivates and guides the student to be competent.

It was verified that the unconditional support of the family of the scholarship students was the main aspect to have an outstanding school career, in addition to the personal commitment and discipline that both teachers showed during their teacher training, to honor their parents. Therefore, the experience lived abroad contributed to the strengthening of their ethical and

professional values, optimizing the commitment and compliance with their professional work from the field of Physical Education, creating their own teaching style and being clear about the importance of promoting of the coexistence between teachers and students through the physical education class.

On this line of analysis, the work of Paletta (2017), which narrates the experience of a Uruguayan scholarship holder in Mexico, recommends two actions: one of them focuses on the issue of temporality and the other, on the number of days in which the mobility is carried out, highlighting that it would be advisable to extend the period to more than “45 days. When we began to get used to a life totally different from ours... the farewell and return to our culture began. I think that the experience would have been more useful if it had been at least two months” (pp. 236-237).

According to the above, it is perceived that the topics "temporality and extension" are of special interest to make a comparison with the case of Mexican teachers. Regarding the extension, it does not apply in the context of this experience, because the mobility period was three months (from November 15 to February 15 approximately) and the time is really long. But, in relation to temporality, say the date on which it is carried out, it is considered that a change could be valued. Possibly September, October and November, or January, February and March. Due to the fact that, in December, mobility in the academic field is not taken advantage of, due to the vacation period, only the cultural field benefits, due to the possibility of knowing places.

However, the scope obtained in the research, it is also described as limiting that the results are only aligned to physical education teachers, due to its characterization that covers the three levels of basic education, not being able to generalize it for teachers of other levels. For what is seen as a pending research topic is to address the study from different teachers who graduate from the normal school. Covering teachers graduated from degrees in Initial Education, Preschool Education, Primary Education, Teaching and Learning in Telesecundaria and Educational Inclusion.

Therefore, the most significant findings of this study are synthesized in the reaffirmation of personal, family and professional values; In addition, the improvement in teaching performance and the high value of culture.

From this perspective, it is confirmed that higher education institutions are increasingly aware of the challenges of globalization, trusting in academic mobility as an option for improvement in teacher training and, furthermore, they understand internationalization as a way

of responding. to the tensions and rapid changes that the sector has experienced in the last 40 years in relation to the ways of interpreting its areas of competence (Bustos-Aguirre, 2020).

Conclusions

The academic experience lived in Spain by the two students of the Physical Education Degree (currently in-service physical education teachers) had an impact from three dimensions: personal, academic and cultural. In the personal aspect, it represented an achievement to the effort dedicated to his studies, coinciding in both cases with the affirmation: that there are no impossible to the goals that are proposed.

On the other hand, from the academic sphere, it is identified that it triggered a better professional preparation as physical education specialists, achieving honorable mentions in their professional exams. Finally, in the cultural sphere, they were able to corroborate the aspects of the union between Mexico and Spain, identifying the coincidences and cultural differences, obtaining an invaluable experience that transcends their professional practice.

Future lines of research

One line of research for the future is to approach the study with the participation of students from the different educational programs of the BINE who had mobility experiences. That is, incorporate informants from degrees in Initial Education, Preschool Education, Primary Education, Teaching and Learning in Telesecundaria and Educational Inclusion. Another line of interest is to follow up on BINE graduates who had mobility experiences, covering the period from 2010 to 2023, with the purpose of analyzing the benefit of said experience in their professional practice.

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