Internationalization and Certification as a Strategy of Quality in Higher Education

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Abstract

In view the eminent globalization and technological revolution, it has become evident the importance of improving Education in Mexico which turns mexicans into competitive persons able to face challenges on social, personal and professional terms. This manuscript focuses on the choices that higher education institutions and authorities are considering to improve higher education system in Mexico. Although technology, languages among other are taken into consideration. That is not resulting enough and following to the next level is becoming necessary. Internationalization of education and certification of the language and professional knowledge seems to be a kind of improvement and consolidation in Higher education according to my research findings and to my experience on my teaching activity. The use of technological resources is just the beginning of the modernization, they seem they have become instruments to manage internationalization in higher education which according to our experience as teachers and students gives individuals experience, personal development and expertise, on the other hand the knowledge of a speciality such as the use of a foreign language or any specific purpose preparation must be proved and qualified by a certification. Both of them taken as a part of a whole seem to contribute in education improvement.

Keywords: Modernization, Higher education, Internationalization, Quality, Certification

Introduction

Higher education in Mexico has an eminent tradition and history with the University's first institutions created after the conquest. Founded in 1551, the Royal and Pontifical University of Mexico, became National Autonomus University of Mexico (UNAM). Before the imminent growth in higher education in terms of institutions, students, teachers, higher education in Mexico thus becomes the primary means for modernization.

Higher education in Latin America has transformed to meet the challenges of the 21 century established, so that under the framework of the World Conference on Higher Education in Paris in 1998 is expected to face the phenomenon of globalization eminent emerging "culture of evaluation and quality ", the culture of international openness "obviously demands from the scientific-technological revolution impacting academic structures. Undoubtedly that globalization has brought ideas such as import and export of higher education and its relationship with the guarantee of the quality of education issues addressed by the agendas of global education community college.

Internationalization and Certification

At the beginning of the 21st century, Mexico as well as the majority of Latin American societies is faced with the need to update its system of higher education, with the aim of reaching a relevant education with the time. The call then crisis of higher education is not more than a need for change in the activities of higher education, in-depth review of its objectives, its missions, their work and of its organization and methods of work with an option to improve them in collaboration with other institutions. This transformation must overcome various challenges and which I would like to emphasize in this document is the challenge of quality and the challenge of internationalization both with vision of modernization and quality.

The accreditation and certification, on the one hand are the mechanisms by which universities usually ensure educational quality and gain recognition within their communities. Internationalization, on the other hand, is the process by which universities establish relationships with those abroad. This includes import and export of higher education in modalities such as transnational corporate universities, franchises campus and online learning and mobility programs for teachers and students. In this sense I share the view that international innovative educational strategies which have institutions of higher education (IHE) to overcome any challenge of quality is definitely internationalization.

The internationalization of Mexican higher education began in the 1970s with the creation of CONACYT, agency whose objective is to promote a national policy of training of high-level human resources. CONACYT scholarships allowed thousands of Mexicans and members of the University community carry out postgraduate studies in the best universities in the world, which gives them in principle international competence and intercultural sensitivity. The favorite destination for Mexicans study in today, United States, followed by Britain, Spain, France, although lately it seems that the European Union is outpacing our neighbor to the North. These initiators of the modality become leaders for the internationalization process. (Tünnermann). Internationalization helps with:
Personally I agree with the potential of internationalization in education since I have experienced the change of personality of college students who, after a mobility experience, returning with a more open mind and security that benefits their good make in their workplace and as a professional ethics as suggested by Morin. On the other hand the teacher who has been internationalized to improve his work has projected favorable changes in their performance and probably his personality, including myself as an example of these experiences. As a university teacher and practiced abroad improvement strategies work, I try to put into practice as it suggests Morin all the regions of the mind, the complex thinking that sees knowledge as a whole, through its effects, defects, dynamism and static, recognizing the interrelationship with its parts and vice versa, within a framework.

In my teaching practice attempt to lead my students to reflect, be assessed and self-assessment, criticize and self-criticize, to expect the unexpected, to accept what may occur. My students will be guided to the path of knowledge as human individuals in all its facets: individual, social and historic intertwined and inseparable. Always aiming to do competitive prepared individuals inside and outside the country with the competence of communication and in addition to being professional will be ethical. Promoting the importance of my matter, English which is implicit in the new technologies. Language prevailing in the world of Internet and new technologies (mobile phones, tablets, apps, social networks, etc.).

Even within the Spanish speaking countries the same people in this sector uses terms in English and not the Spanish translation. For example, no one says "trend theme" but "trending topic", or "content marketing" but "inbound marketing". Not only to be the day, but simply to labour access this sector it is essential to speak English. On the subject of English, I believe that the student must be aware of the importance of expressing themselves in a foreign language, learn and use another language as a means of communication to the globalization in which we currently live.

The student should not only give greater importance to matters of his career but the resources as a whole. In general the student has put aside English not foreseeing, it is a resource that will allow you to obtain resources for improvement in their professional knowledge.

Firstly, the certification does not convinced me to be a strategy to help us in the process quality and the fact that education is revised and qualified it seemed that limited me to achieve a passing grade only that all goes well within an institution but what is done with external resources will be bypassed. Now I would think that what is intended is a better organization and functionality in general and which should be stated in the same certification program, this would include the evaluation everything is being taken for improvement and internationalization activities including among others, such as suggested by Morin, it is a whole, matted but not in parts and there must be recognition to enter the process of sharing knowledge in an interdisciplinary way.

Many public and private universities in Latin America are recognized in the region and occasionally abroad. However,
there are some that need to make additional efforts to ensure its quality and recognition. The adoption of the international standards of quality educational institutions in Latin America, as well as the commitment to internationalize their campuses, are steps to modernize the University campuses, and accordingly to counter competition from foreign universities. Some experts suggest a number of recommendations which should be taken into account to minimize the negative impact of the transfer of knowledge in developing countries.

First, the Latin American universities should promote initiatives that encourage activities leading to a substantial participation in the internationalization process. Secondly, in addition to these initiatives of internationalization, they should head efforts towards the promotion of the accreditation and certification of institutions and their programs using international standards of quality. Whether the American Consortium for higher education accreditation (CHEA), certifications of the Lingua franca for teachers and students to achieve excellence patterns or to acquire a quality seal. Certification, as mutual recognition and equivalence of careers and programs, not only between institutions and universities of this region but also to developed countries, is an important step in the process of internationalization which will contribute to the long-sought educational quality.

References

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