

## Factors Influencing the Low Participation in International Students Exchange

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**Abstract:** The Autonomous University of Baja California, Mexico's public school, has a priority program aimed at undergraduate and graduate students, the Student Exchange Program, whose basic objective is to promote the internationalization of learning experiences through different options: (1) take learning units, (2) participate in research projects, and (3) academic internships. All this with economic support.

However options exist, we see the low participation of students in the Bachelor of Teaching of Mathematics (particular case) of the Faculty of Pedagogy and Educational Innovation, this fact justified the conduct of an investigation that identified the various factors that stand for the low participation in the internationalization of higher education.

As a consequence, research results favor the proposal of innovative actions that would increase student participation in international academic cooperation.

**Key words:** internationalization of education, student mobility, student teaching of mathematics

### 1. Introduction

The Autonomous University of Baja California, Mexico's public school, has a priority program aimed at undergraduate and graduate students, the Student Exchange Program, whose basic purpose is to promote the internationalization of learning experiences through different options: (1) pursue learning units, (2) participate in research projects, and (3) academic internships. All this with economic support.

However options exist, we see the low participation of students in the Bachelor of Teaching of Mathematics (particular case) of the Faculty of Pedagogy and Educational Innovation, this fact justified the conduct of research aims to better understand the different factors that influence participation of students in the school mentioned above, in the student exchange program.

The method used was descriptive quantitative, for data collection were used in the questionnaire and systematic observation, the questionnaire was administered to 112 students from third to eighth semester of teaching Bachelor in mathematics, of which only responded 68.

After analyzing the results obtained could be identified as major factors involved in that students do not participate in student exchange program, are primarily economic, since they have a monthly income below \$10,000.00 pesos national currency (US\$806). 49% of students who completed the instrument say they work and 51% did not. Most students say they are part time students and only 30% say they are full time students.

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Another important aspect to highlight is that the majority mentions not know the student exchange program.

All this is reflected in that other 54% are interested in participating in mobility and 47% no.

The results described above give rise to rethink institutional alternatives for the student exchange program, which will certainly contribute in the equity of higher education.

## **2. Importance of Internationalization of Higher Education**

In the knowledge society, unlike the industrial society, are considered to knowledge and technology, and no longer mere industrial production, the elements of greatest impact on the economic and social development of communities. In this society acquired new relevance in higher education and universities, as they are not only a major source to generate knowledge, but they are the basic centers of the transmission of science and technology.

The social context of higher education in the twenty-first century is highly complex. The formation of a highly articulated global scheme is one of the determinants of the new reality. Societies, diversified and extensives, are continually modified and knowledge has become the quintessential rational mechanism. Knowledge and forms of reproduction grows and diversifies. New technologies increase their presence and globalization prevails.

According to the findings by the UNESCO (1998) general education and higher education in particular, now playing a leading role in social development. The process of economic globalization, global interdependence, a society in constant dynamic knowledge-based, is the new context in which they must operate higher education institutions, training students to become informed citizens, motivated, with a critical and creative, able to analyze and anticipate the problems of society and to propose alternatives to these problems.

In this sense, the internationalization of higher education is of great importance, especially because it integrates concepts that come to establish the guidelines of the new paradigm of education as among others: regionalization, collaboration, cooperation, integration, academic mobility, partnerships, innovation, ICT and competence.

The internationalization of education is not an end in itself, but is incorporated as part of the process of evaluation and improvement plan of each institution contributing to the goals of their own development, based on autonomy, and for the benefit of the community to which it responds (Cordera y Santamaría, 2008).

Promote internationalization involves actions such as mobility of students, teachers and researchers, collaborative networking at regional and international educational offerings international double degrees, institutional agreements, research and postgraduate sets, language, assessment processes and accreditation of university quality, among others.

Martinez (2004), mentions that the discourse is taking “officially” is that mobility is an alternative to raising the academic quality and international competitiveness of students, teachers and researchers of the national higher education institutions, to promote and strengthen intercultural understanding that allows solidarity among peoples which results in a mutual approach.

Mobility is an alternative to raising the academic quality and international competitiveness, to promote and strengthen cultural understanding, encourages greater respect for human rights, tolerance towards different ways of thinking, you get experiences that come to expand the pedagogical vision, cultural, training and personal discipline, in which they exchanged ideas, knowledge and experience in plural social spaces.

In this regard Marum (2004), says that academic mobility of students and teachers pretend to improve the quality of human resources development and explore ways to prepare students to defog work and socially in an

interdependent reality, as competitive workers and responsible citizens national and global citizenship.

### 3. Student exchange program at UABC

The Autonomous University of Baja California (UABC), has the Coordination of International Cooperation and Academic Exchange, which has the mission to build, strengthen and coordinate actions to allow the Academic Development of Teachers, Researchers and Students through International Cooperation Programs and Professional Development (UABC-CCIIA).

For students, the UABC has the Student Exchange Program, which for the period 2012-1 offer its XVII call (UABC, 2011), which aims is to promote the internationalization of learning experiences through the following:

(1) Extend subjects for one or two semesters in undergraduate, and graduate level with a duration less than the term time of UABC.

(2) Participate in research projects with or without credit worthiness, lasting less than half of school, but directly affect the advancement of the academic program or the development of the thesis work.

(3) Conduct academic practices with creditworthiness, allowing Values and multicultural enrichment of the student.

For students who choose to take courses for one or two semesters as part of the call, the UABC's support for national exchange up to \$22,000.00 MN (US\$1,760.00) and for international exchange up to \$36,000.00 MN (US\$2,880.00).

Also, undergraduates with national participation may apply for example, the scholarship Santander or the Consortium of Mexican Universities, which provide a total of \$25,000.00 pesos (US\$2,000.00), respectively. In international participation, have the option to apply for the scholarship Alas, with support of \$62,500.00 pesos (US\$5,000.00), it is noteworthy that the latter is a loan that the foundation makes the student UABC, so that after two years of graduation, begins to pay with many facilities and so can benefit another student interested in participating in such mobility. It is important to note that if the student is benefited from one of the scholarships above, the UABC will not give the financial support.

To participate in the call for student exchange, the student must meet certain requirements, which include: have a minimum GPA of 80, have covered at least 50% of credits, have proof of study or evidence of mastery of a foreign language, programs are selected for exchange must have an agreement between the UABC and the host University, among others.

In the seventeenth call for student exchange at the national level are listed 78 institutions of higher education and international level with the participation of universities from 24 countries including Argentina, Canada, Chile, Spain, United States, Sweden, Austria, Germany, for name a few.

There is also participation in consortia Consortium for North American Higher Education Collaboration (CONAHEC) Student Ambassadors from Mexico (EEM), University Mobility in Asia and the Pacific (UMAP), Universities of Latin America and the Caribbean (UDUAL) Program for Mobility in Higher Education in North America (PROMESAN), Youth Exchange Mexico-Argentina (JIMA).

In order to encourage student participation in student exchange program, the UABC offers through the International Cooperation Coordination Meeting University Student Exchange. In its fourth edition, the event saw in his program, the keynote address "The impact of the exchange experience in the professional future" by specialists in the local area and abroad.

This also had several tables where students from the UABC who had already participated in this program, presented their academic experiences in other educational institutions, in order that students who have not participated hear and thus be motivated to study at other institutions of higher education in the country and abroad.

Also participating were students from other universities, national and international, who at that time were in trade in the UABC, who shared their experiences, in addition to responding to the concerns of stakeholders and provide information about their institutions.

Note that for the second time held a photo contest exchange student, which was titled "A Look into the world".

#### **4. The Professional Teaching of Mathematics at the UABC**

The Bachelor of Teaching of Mathematics is responsible and competent professional to plan and manage the fundamental structures of mathematics teaching by designing programs and strategies that optimize student learning process, is characterized by a mastery of teaching and discipline, which means that it is competent for:

(1) Analyze Mathematics with scientific rigor and responsibly in the levels required by the curriculum, designing remedial actions to support the learner, developing in him the creativity to apply as a tool of daily use and to support other sciences, all in an atmosphere of trust and relevance.

(2) Develop creativity to apply mathematics as a tool of daily use and to support other sciences, so that students can use and help them to solve life situations.

(3) Develop teaching in a dynamic and creative levels of education secondary and high school, supported by continuing education and achieve professional autonomy for decision-making.

(4) Evaluate critical and with integrity their teaching and engage with the results of that action to improve their way of acting and develop professionally.

(5) Systematically organize educational work, design and implement strategies and learning activities, considering the teamwork and camaraderie.

(6) Recognize the importance of dealing with dignity, affection, respect and ethics to students and support the establishment of standards for the survival of the values mentioned.

(7) Develop an entrepreneurial attitude and self-taught through the use of new technologies of information and communication as a means of teaching.

(8) Develop the capacity of awareness to consider the social conditions of the school environment in which they will engage professionally.

(9) Assess the educational role of the family and promote the establishment of partnerships in an environment of trust and respect with mothers, parents and community and improve student learning.

Currently Licensed in Teaching of Mathematics are part of institutions of secondary education, high school education and higher in work of teaching of mathematics in public and private sectors, as well as independently practicing their profession in areas such as design educational materials and counseling of mathematics.

#### **5. Research Methodology**

At the time, the Faculty of Pedagogy and Innovation of Education (FPIE) of the Autonomous University of Baja California, México, has not done a study which point to the reasons or factors involved in the low

participation of undergraduates and Postgraduate Student Exchange Program, a program that aims to promote the internationalization of learning experiences, so this really sparked interest in conducting an investigation that would enable this problem related to the internationalization of higher education. Consequently, it is necessary to know whether different reasons or factors, could be reconsidered to achieve greater participation in the training of students through the program mentioned.

Given the above approach, we established for this research aimed at understanding the various factors that influence participation of students in the Faculty of Pedagogy and Educational Innovation, particularly for the Bachelor in Teaching of Mathematics in the Student Exchange Program .

The research is quantitative, also called scientific positivist, naturalistic or scientific, systematic management technology, is based on the positivist theory of knowledge, with authors such as Comte and Durkheim. This type of research is established as a scientific method in the natural sciences and later in the field of Education. Its main feature is quantitative, with a view to ensuring the accuracy and rigor required by science. Some of its features are: amount — how much, how many — logical empiricism, experimental, empirical and statistical, predictive control and descriptive, default, structured and accurate (Pérez, 2008).

The method used was descriptive, intended fidelity and accuracy in reporting on the events and specific situations that are seen or heard. Enter the data both relevant and irrelevant, and the language used to express them. Basically it appears the identity of the researcher and the description depends of the implicitly of the theory, or common sense; the validity that corresponds to this type of understanding is the descriptive (Sautu, 2007).

## **6. Collecting the Information**

We considered several actions to collect useful and reliable empirical data. This quantitative research, quantitative data were collected. For collection were used two techniques, the questionnaire and systematic observation, because it is a practical way to obtain accurate and precise data that helped us learn about the interests and difficulties of students to participate in academic exchange.

For the process of data collection, we held:

- (1) The identification of students taking different semesters of the course.
- (2) The design of a questionnaire to gather data and understand the different reasons for participating or not of students in these programs.
- (3) The direct observation of the participation of students in academic exchange activities.

### **6.1 The Questionnaire**

The questionnaire technique allows data collection rigorously standardized, which when translated and operated favor the determination of issues under investigation. The operationalization is performed based on the formulation of questions to be answered by the subjects, granting to study the research proposed.

The questionnaire technique is used to collect data, is a set of questions regarding one or more variables to be measured (Hernández, Fernández and Baptista, 2006).

The questionnaire is another technique used for obtaining the data, it is very useful because information is obtained from a larger number of respondents involved in research.

The questionnaire designed for this research is divided into four dimensions: identification data, family data, school data and student exchange, the latter is the most important, because the issues at stake (see Appendix 1).

## 6.2 Systematic Observation

Observation is an important technique in practice, it tends to be a style of research. The main idea of participation as an observer is to understand the experiences of others, involves access to everyday school activities for students. Observation is possible in the shortest distance, including monitoring of the experiences.

To this, Woods (1987) notes that in developing the technique of observation receives the action of the medium, it is recommended to try to combine the deep personal involvement with some distance to avoid running the risk of going native, is identified with the group members to the point that the defense of its values prevail over the study.

Croll (1995, p. 9) defines systematic observation, as “the process by which an observer or observer group developed a set of systematic rules to record and categorize the events...”

On the other hand, Sánchez (2009), asserts that involves systematic observation and monitoring registration rules carefully defined and generally translate the results of these observations to quantitative terms. Some fundamental aspects of systematic observation and investigative procedures are: it is explicit in its purpose and are defined for data collection, is explicit and rigorous in its definition of categories, and provides data that can be presented quantitatively.

To Croll (1995), the observer is free to take the time deemed necessary to obtain a representative sample of the behavior of the observed population.

Finally, it is said that it is physically impossible to observe and record everything, so it is recommended to take decisions on the basis of “samples” (Woods, 1987).

## 7. Fieldwork

To obtain the data of student participation in academic exchanges and conduct field work, through the questionnaire, we invited the students were coursing from third to eighth semester, because the first two semesters are common trunk and thirdly is when they start with the selected career. Next chart shows the number of students selected from the respective stages of training for a Bachelor in Teaching of Mathematics (see Table 1).

**Table 1 Number of Students per Semester Bachelor of Teaching of Mathematics**

Stage of training/ Semester	Students
Disciplinary/Third	34
Disciplinary/Fourth	14
Disciplinary/Fifth	17
Terminal/Sixth	11
Terminal/Seventh	23
Terminal/Eighth	13
<b>TOTAL</b>	<b>112</b>

Once the invitation to respond to the questionnaire was done, 68 of 112 students responded to that invitation.

For systematic observation, we are dedicated individually to make records, approaching pupils and recording data on the interest or not to participate in academic exchange. This information helps us understand the different reasons for this view.

Students were observed for all semesters of the three Bachelors that offer the FPIE. The observations recorded were permanent.

### **7.1 The Contextual Framework**

For the development of the field work is considered to the Faculty of Pedagogy and Educational Innovation, academic unit belonging to the Autonomous University of Baja California, a public institution of higher education. This academic unit, the university community involved in various activities, both academic and sporting and cultural coordinated by the different authorities concerned.

The FPIE has a population of 685 students in two shifts, which are attended by 63 teachers in the different units of learning, its infrastructure is large and functional, equipped with 18 classrooms, plus the share of management, classroom computer lab, library, and an esplanade where carry out various activities. In the particular case of the Bachelor of Teaching of Mathematics, has a population of 112 students who are served by 21 teachers.

Referred to the academic unit where students go to receive training, was founded in 1960, to be a space for exchanging experiences and knowledge about teaching.

The academic unit is located in UABC Campus of the city of Mexicali, capital of Baja California, Mexico where they are located other academic units in the area of Humanities at the university. It has the necessary utilities such as telephone, electricity, paved roads, among others.

### **7.2 Research in the Academic Unit**

There was any problem to carry out the research work at the academic unit (FPIE), because request the support of students. Initially, informally explained them the reasons for the work, once agree, requested them to attend the computer lab of the faculty to respond to a questionnaire. Later as observers, we consider the various times to record data and perform the corresponding analysis.

After all the process, we work in a calm and orderly, there were students who expressed pleasure in participating in this research and they made their support and concern for improved vocational training based on research of this nature.

### **7.3 The Selection of the Working Population or Universe**

For this research considers students enrolled in third through eighth semesters of the Bachelor of Teaching of Mathematics. The criteria for selection has to do with the same involvement have in the Student Exchange Program, also because the students (subjects observed) had the willingness to cooperate with this investigation. Similarly is the institution of higher education, which receives the call for the participation of the student community, as part of their professional training.

The systematic observation work was performed at the FPIE with students of all semesters of the three Bachelors offered in both shifts, the evening shift and the morning shift.

## **8. Analysis and Interpretation of Results**

The analysis and interpretation of results is based on various theoretical and empirical demonstrations. Theorists, allows to argue the facts from the point of view from the experts, while the empirical are obtained directly from the informants, the data is based on personal experience have been derived from the different techniques used. By linking the two events draws a line of logical implications that help clarify what is in the issues tackled.

To Krippendorff (1990), content analysis is a technique of research to make valid inferences, which are

enforced by established theories. Moreover Nieto and Rodriguez (2010), argue that the purpose of data analysis is to reduce and synthesize information to make sense, and interpret is to combine the results with assumed values, criteria and standards in order to draw conclusions, judgments and recommendations.

In this research, analysis and interpretation of data was made with the use of essential tools (software and recording of data through field notes) which allowed plotting them, in order to make a practical, functional and reasoned analysis. Then the information is presented in detail.

### **8.1 First Dimension: Identification Data**

The identification data are used to identify or recognize the main information about a person. The identification may be the name given to certain documentation which aims to establish the identity of a person or individual.

#### **8.1.1 Age**

According to data provided in the questionnaire and based on the indicator of the age of people who are likely to participate in any act of academic exchange. 88% of people are in the age range between 18 to 25 years, while 11% is between 26 to 35 years and only 1% have more than 46 years. What can be inferred that most people have the possibility of student academic exchange provided they comply with the requirements under this program. These requirements are stated to have completed 50% of loans and have an overall average of 80 to the date of the procedure.

It is also noted that most students are young and energetic like to share their experiences with other girls their age. Activity that is identified by the relationship we have with them on a daily basis.

#### **8.1.2 Sex**

Another point to consider is that 53% of students are female, while 47% refers to the male, which shows that there is a greater chance that women participate in academic exchange student.

One of the main features in this academic — FPIE — is that most of the population is female, like most of the field of humanities.

#### **8.1.3 Marital Status**

The responses obtained with reference to marital status, it is noteworthy that 84% of the students are single, while 13% are married and a fraction of only 3% cohabiting. That is, most are not married and this gives them more likely to participate in the Student Exchange Program.

Being single or married is one of the factors involved for students participating in these programs, since it is not relying on parents to be one of them, so that roles are exercised affected by the functions to be performed. In the academic unit is observed that some parents (students) have to bring their children to school because they have no one to care for them, nor are financially able to pay to bring them into a child care center.

#### **8.1.4 Labor**

With regard to information about their employment situation, the question of whether they work or not the responses indicate that 51% of students not work while 49% said yes, this leads to the conclusion that students have sufficient time to carry out their academic activities, among them might be involved in any way connected with the exchange student, contrary to what happens to people who do work (similar numbers), which must comply with their homework and also work activities to which they have to give time and effort, causing them not to think about the student exchange.

It is common that students have to work, since many of them belong to poor families or are married and are



parents who have dependent children. In addition to have their own income which gives them some independence, and while having economic resources for the payment required by the institution.

## 8.2 Second Dimension: Family Data

In the family data mentioned the type of family it is and the socioeconomic status which belongs.

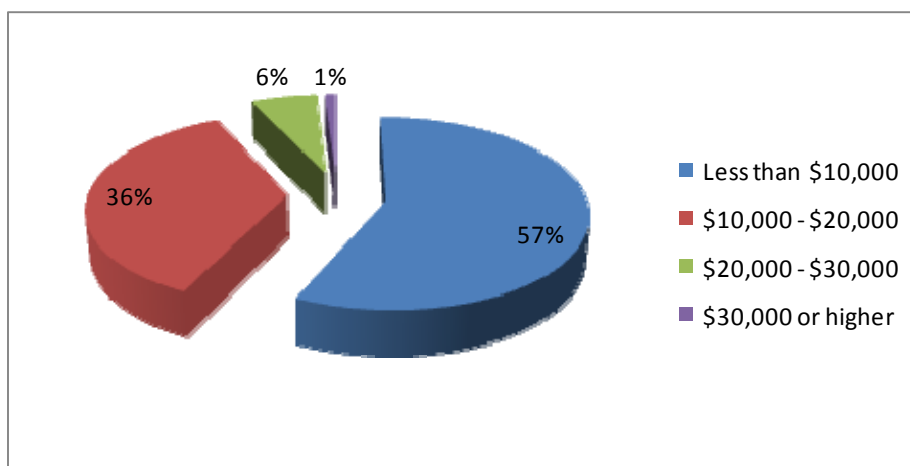


Figure 1 Monthly Family Income (Amount in Mexican Pesos)

Figure 1, provides data on household income, in order to know if they have the financial resources to undertake the activity of student exchange, 57% responded that the monthly income is less than \$10,000 pesos (US\$806), 36% have a household income of \$10,000 to 20,000 pesos (US\$806–\$1,612), 6% from \$20,000 to \$30,000 pesos (US\$1,612–\$2,419), while only 1% have a monthly income of \$30,000 or more (US\$2,222), which allows us to affirm that students do not have sufficient financial resources and is difficult for them participate in exchange, but we must keep in mind that higher education institutions provide financial support for conducting this activity.

## 8.3 Third Dimension: School Data

Can identify the student within the institution and follow up during their schooling.

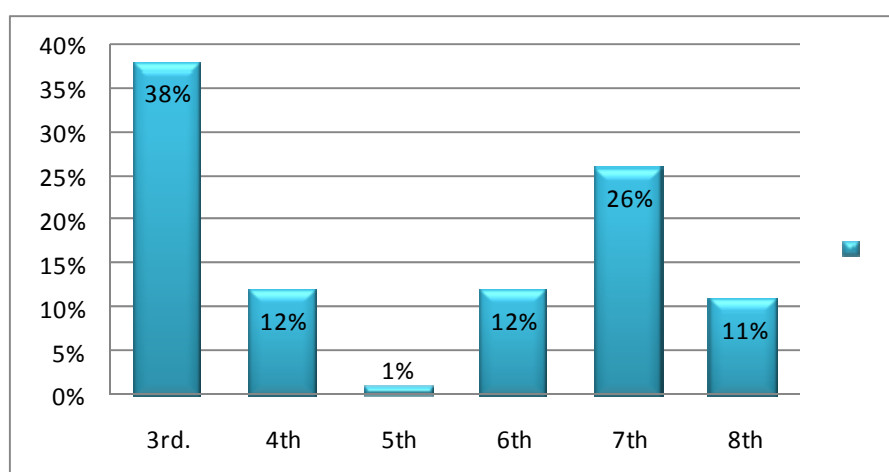


Figure 2 School Year (Semester)

In the questionnaire used is stated that of the 66 students who answered this question, 38% are enrolled in Stage Disciplinary Training (3rd semester of the bachelor), 26% are enrolled in 7th semester (Terminal Stage Training), 12% in 4th and 6th semester respectively (from Step Disciplinary Training and Terminal), 11% in 8th half (Stage Training Terminal) and only 1% in the 5th (Disciplinary Training Stage) (see Figure 2).

According to the data we can say that 51% do not have one of the prerequisites for the activity of trade, which refers to having completed 50% of the credits of the bachelor, and that 49% are able to conduct such activity.

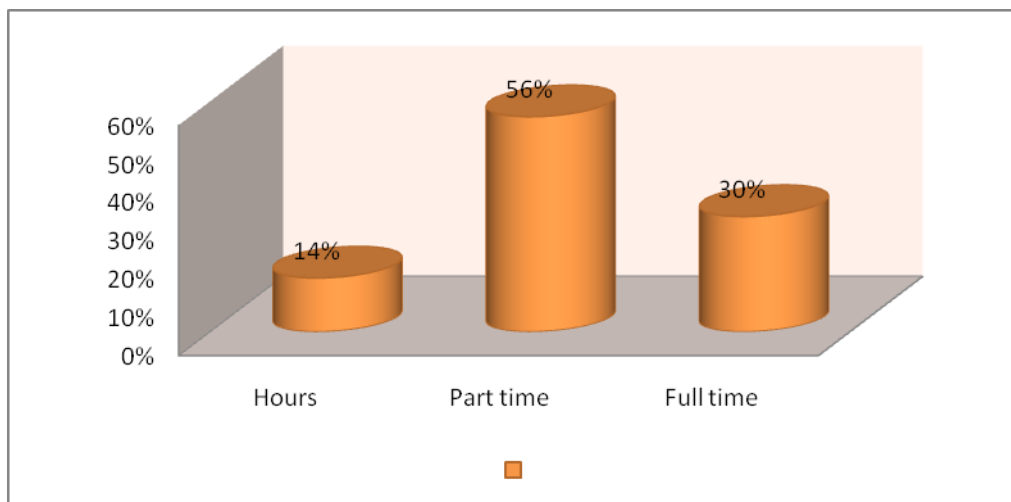


Figure 3 Time of Commitment to Education

Most students who answered, 56%, believe that the time spent studying is part-time equivalent, 30% are considered full-time students and only 14% have few hours of study (see Figure 3). Which shows that although most students do not work, surely perform other activities not permitted to devote full time to academic activity, therefore the activity of the exchange would have to neglect other, reason why which do not participate in academic exchange.

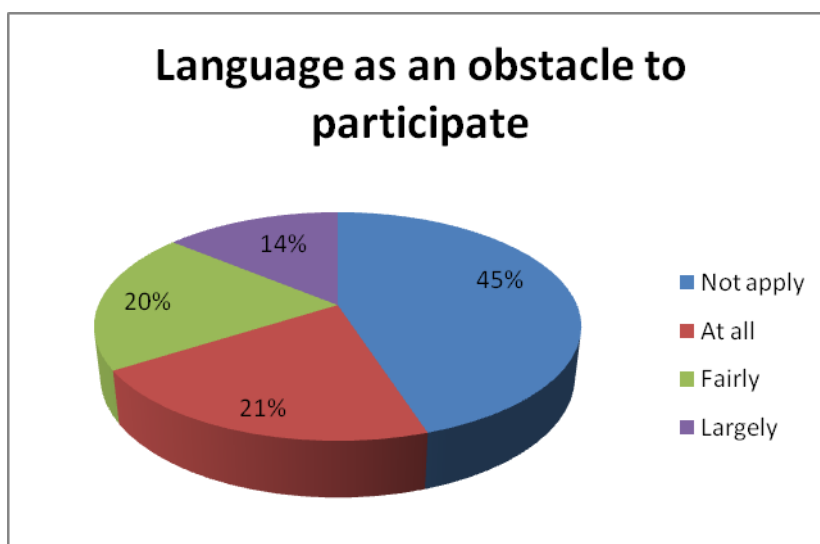


Figure 4 Fluency in Another Language

There is a basic factor to perform the exchange activity, mastering the language of the country in which academic exchange is performed, this was an obvious question, of the 68 students who were administered the questionnaire, 45% responded that does not apply, perhaps because they would have considered making the exchange in a Spanish speaking country, 21% believe that at all the language is a limiting factor for the activity, 20% responded that the language is a fairly decisive factor; and 14% said it is largely determining the language for the exchange. According to the answers we can say that for most, language is not a constraint (see Figure 4). In contrast to other factor, the economic matter whether it is a limiting factor for student exchange.

Clearly, language plays a key role to travel to other countries where the language isn't Spanish, but most students of this faculty choose to participate in programs for Latin America and Spain, but not to countries Anglo-Saxon language.

#### **8.4 Fourth Dimension: Student Exchange**

##### **8.4.1 Interest in Participating in the Student Exchange Program**

The question concerning the students' interest in participating in the student exchange program, 53% of them said yes, while 47% reported no.

The reasons why they think this decision is as follows: 18 students said that if they are interested in participating in the student exchange program, because they consider it an enriching experience in education and culture (see Table 2), the students that said they do not want to participate in the student exchange program, gave the following reasons: five of them mention that do not have the resources to participate; five more mention that they have difficulty working and able to participate, eight more mention that because of family problems they can not go to another university and three of them are not interested in exchange (see Table 3).

**Table 2 Why Do You Want to Participate in the Student Exchange Program?**

Why do want to participate in the Student Exchange Program?	Students
Because we get rich experiences in the educational and culturally	18
<b>Total</b>	<b>18</b>

**Table 3 Why Do Not Want to Participate in the Student Exchange Program?**

Why do not want to participate in the exchange program students?	Students
Economic Issues	5
Work	5
Family Issues	8
I am not interested	3
<b>Total</b>	<b>21</b>

The student exchange is a program in which bachelor students choose to reside for a time in a place within the country of origin or a foreign country to learn, among other things, language and culture and served his apprenticeship. This program is called exchange because originally the goal is to exchange students from different places.

According to the answers given by students on the question of where they would like to participate in student exchange, 77% responded that out of the country while 23% prefer to study in the student exchange program in Mexico. This allows us to infer that most students are interested in knowing how to carry out higher education in other countries (see Figure 5).

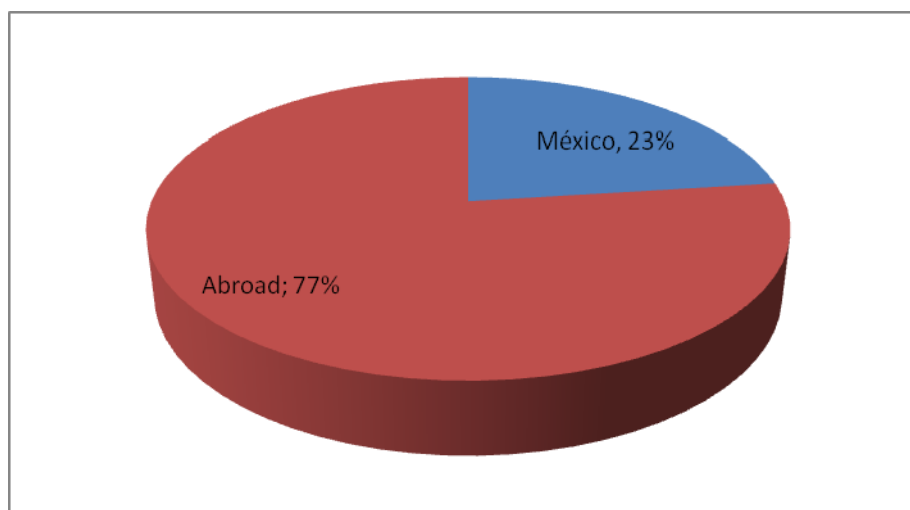


Figure 5 Where Would You Like to Participate?

Of the students who responded, 47 were interested in participating in the Student Exchange Program, because they would like to hear about new ways of learning and teaching, 43 would like to know other cultures, while 41 states that you are interested in integrating new knowledge. This allows students to note that a lot of attention to them other cultures, different ways to teach and integrate new knowledge, all know it will be possible if they themselves decide to participate in the activities identified in the same exchange program (see Table 4).

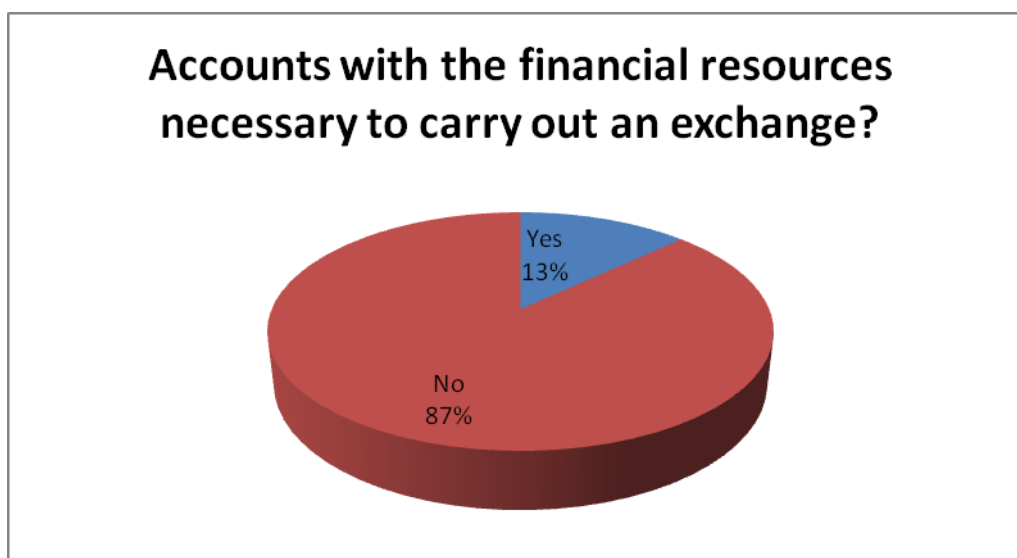
Table 4 Reasons Why There Is Interest in Participating in the Student Exchange Program

Reasons to Participate In Exchange Student	Students
Opportunity to travel	32
Knowing another culture	43
To know a different country	14
The integration of new knowledge	41
The ability to obtain college credit at another institution	10
Improve employment opportunities	32
For the purpose of performing research	11
Exchange of experiences	29
For other ways of learning and teaching	47
Opportunity to improve another language	11
Opportunity to perfect another language	10
Other	0

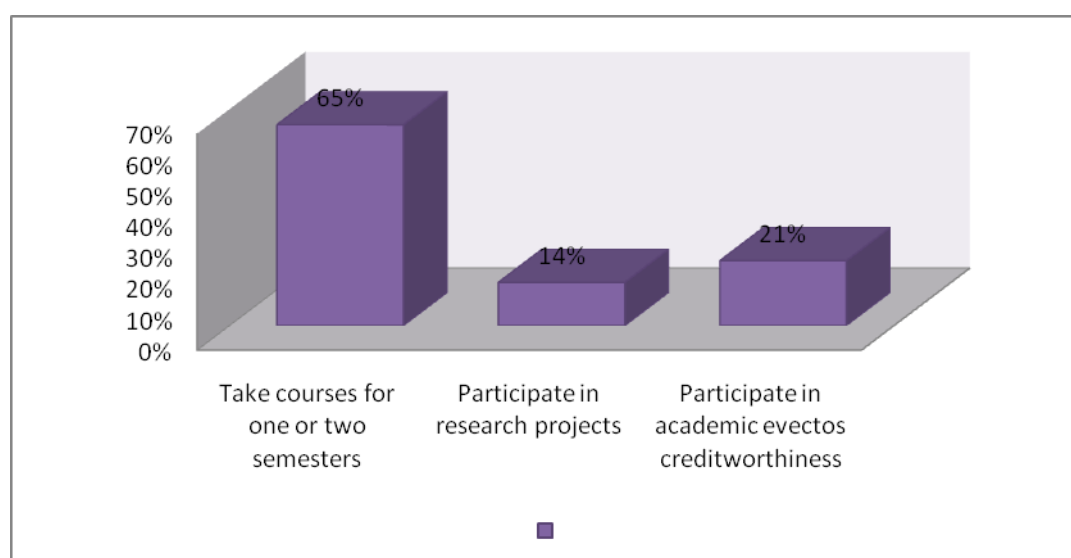
The economic issue is one of the main factors involved so that students do not participate at the student exchange program during the course of their studies, because that 87% say they have not the financial resources necessary to make an exchange outside the institution, but 13% does have these resources (see Chart 6).

This is related to the actual number of students in the FPIE that to date has participated in the program.

Moreover, most, 65% of students responded that academic activity that interests them perform during the exchange, is take learning units (courses) for one or two semesters, while 21% are interested in participating in academic events credit value and only 14% are interested in participating in research projects. What can be inferred that students are more interested in taking forward the classes they take in the Faculty than any other activity (see Figure 7).



**Figure 6 Economic Situation for Academic Exchange**



**Figure 7 Academic Interest for Academic Exchange**

#### 8.4.2 Dissemination of Student Exchange

On the related question of whether Will the spread of student exchange program in the Faculty is enough? 55% of students answered yes, while 45% said no, giving the reasons mentioned below, included in that some have no other information, but other students have the information (see Table 5).

With regard, that do not have information, mention that only the information available to them is through discussions among students, there are brochures and information but have not checked; missing information is because only occurs once a semester, more information is needed a kind of advertising that encourages students to explore and think about it, to seek new opportunities to study abroad. Those who claim to have information, it is because they mention that there are talks where information is provided, there is much publicity, others mention that they have sufficient support.

**Table 5 Do You Think That the Spread on the Exchange Student that Exists in the Faculty is Enough?**

Diffusion Student Exchange program student exchange program	Students
No information is available	14
Information has been received	14
<b>Total</b>	<b>28</b>

#### 8.4.3 Best Mean to Receive Information of Student Exchange

In the question, what is the best mean to receive information of student exchange? Students were given the options that are used regularly in the Faculty to disseminate the above program, which are: the Faculty website, brochures, posters, canvas and informative talk, the order of preference was: first, Faculty web site; second, the posters; third, the mat; fourth, brochures; and fifth, informative talks.

In other broadcast options, two students mentioned that it was through tutors, three of them said through a bulletin board, an information stand. Moreover 15 of the students emphasized that electronic media were used as social networks, email, radio and television. Also, five students gave their opinion is very important to mention that other students who experience the exchange give talks to motivate others to participate in this program. Meanwhile four other students mentioned that with the media that there are sufficient (see Table 6).

**Table 6 Other Means for Receiving Information of Student Exchange**

Means for receiving information	Students
Tutors	2
Physical spaces	3
Electronic Media	15
Personal Experiences	5
That there are sufficient	4
<b>Total</b>	<b>29</b>

## 9. Comments and Suggestions

At the end of the questionnaire was left a space for students to undertake comments or suggestions, which were classified into four categories, which can be seen in Table 7.

**Table 7 Comments/Suggestions**

Categories	Students
1. Importance of participating in student Exchange program.	5
2. Dissemination of program.	3
3. The economic situation is not allowed to participate in an Exchange program.	1
4. Comments on the instrument.	3
<b>Total</b>	<b>12</b>

### 9.1 Importance of Participating in the Student Exchange Program

The first, students mention that is important in the student exchange program as it would be a very interesting experience that would grow as people, another says that is important because it expands the opportunities for learning and work, another of them mentioned that program is very good that he will try to participate in it.

## 9.2 Dissemination of the Program

A student mentioned request for further information, while another says that it seems okay dissemination and importance to student mobility.

## 9.3 The Economic Situation Has Not Allowed Participating in the Exchange Program

One student mentioned that he would like to participate in the student exchange program, but the economic situation has not allows it.

## 9.4 Comments on the Instrument

Finally one student mentioned that the question related to what is the best means for give exchange student information, it was confusing, another suggests reviewing the fields to enter information and another said he seemed very good survey because they can raise awareness their expectations.

## 10. Reflections

After analyzing the results obtained are the following considerations: the main factors involved for students not participating in the Student Exchange Program, are fundamentally economic, as they have a monthly income below \$10,000 pesos national currency (US\$740), which is not sufficient for a optimal quality of life. Similarly, 49% of students who completed the instrument say they work and 51% no, which interfere with the students to decide to study at another institution of higher education outside their home institution. Most students say they are part time students and only 30% say they are full time, this is related that many of them work to get ahead in their personal lives.

Another important aspect to note is that the majority mentions not know the student exchange program, that although the faculty has several media.

All this is reflected in that other 54% are interested in participating in exchange and 47% did not.

The results described above give rise to rethink institutional alternatives for the student exchange program, which will certainly contribute in the equity of higher education, specifically recommended the institution to increase the financial support granted student exchange program, in preference to students who demonstrate according to a study socio-economic disadvantage have the other students. The Faculty of Pedagogy and Educational Innovation, it is recommended according to the opinion of students, expand their media, this through: personal experiences of those already involved in trade, that their tutors promote the exchange and further use of electronic media such as social networking and more.

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