



VI
SIMPOSIO
INTERNACIONAL
DE INNOVACIÓN
APLICADA

Valencia:
1 y 2 de abril
de 2019



 **ESIC IMAT**
2019



“VI Simposio Internacional de Innovación Aplicada”

1 y 2 de abril de 2019

VALENCIA



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Avda. de Valdenigrales, s/n. 28223 Pozuelo de Alarcón (Madrid)

Tel: 91 452 41 00

Fax: 91 352 85 34 www.esic.edu/editorial

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Coorganiza:

Carta del Presidente del Comité Organizador

Estimados compañeros y amigos:

En nombre de ESIC Business & Marketing School, queremos transmitirles nuestro más cálido y sincero agradecimiento por participar y apoyar este V Simposio de Innovación aplicada - IMAT 2018, centrado en unos contenidos de actualidad e interés para la sociedad, la educación y la comunidad científica, como base temática para el desarrollo de estas jornadas.

La innovación en el sector educativo, con la vertiginosa irrupción de la transformación digital como elemento de cambio significativo de todo el proceso pedagógico, nos sitúa ante escenarios apenas vislumbrados o, en todo caso, difícilmente imaginables hace unos lustros. Nuevas experiencias, nuevos modelos, nuevas tendencias metodológicas influidos sin duda por la formidable aportación que las nuevas herramientas tecnológicas ponen a nuestra disposición hacen que cambie el perfil de la escuela y del modelo de formación en general, ofreciendo perspectivas y retos desafiantes de futuro que ya posibilitan, de hecho, y que permitirán en mayor medida a los docentes estar en sintonía con las actuales generaciones de internet, hábiles en el uso de redes sociales y ágilmente expertas en el manejo de las nuevas tecnologías. Todo ello nos sitúa ante un nuevo paradigma, nos propone delinear un eje estratégico que propicie alcanzar la competitividad de los destinos, en un contexto permanentemente sometido a constantes desafíos, como acabamos de expresar. En este marco, hemos querido incluir la aportación de ricas experiencias vividas que puedan servir de ejemplo, intuiciones que ayuden a vislumbrar el porvenir y nos permitan ser más competitivos en este sector tan cardinal para el desarrollo de la escuela, de la empresa y de la sociedad en general, avanzando hacia tendencias con un sólido fundamento.

El programa que se presenta se aglutina en torno a 3 sesiones en las que se examinan las directrices en Marca destino y líneas pedagógicas especializadas: “Teach Technology.

Coorganiza:

¿Qué nos espera?"; "Innovation Revolution. ¿Cómo lo hacemos?" y "Las organizaciones en 2030. ¿Qué retos se nos plantean?". Todo ello convenientemente aderezado con las ya reconocidas Historias que nos unen, Innovación educativa, Transformación digital, y teniendo como premisas la orientación del aula a la empresa, la innovación y la competitividad. Cada sesión se articula con una conferencia realizada por un experto de reconocido prestigio en la materia, una mesa redonda (y/o panel) formada por prestigiosos maestros y académicos, expertos el mundo de la digitalización, empresarios y representantes institucionales; ponencias de investigadores académicos y casos de empresa.

Queremos destacar y compartir el esfuerzo realizado por toda la comunidad ESIC, volcada en su buen hacer, al haber congregado un inestimable elenco de primeras figuras que participan en este espacio de reflexión académica, empresarial y social.

Asimismo, agradecemos el apoyo de los Comités de Honor, Científico y Organizador que han logrado convocar a expertos de primer nivel. Hacemos extensivo nuestro sincero agradecimiento a la Universidad Miguel Hernández de Elche y a la Fundación educativa Activa por su implicación y significativo soporte al Simposio IMAT 2018, y, obviamente, a las empresas colaboradoras que con su mecenazgo lo han sostenido.

Nuestra gratitud va dirigida, finalmente, a ustedes por haber acudido a esta cita de ESIC Business and Marketing School. Les animamos a compartir y disfrutar de este tiempo y espacio de conocimiento y prospección en torno a la Innovación educativa, acto que valoramos sobremanera.

D. AQUILINO MIELGO DOMÍNGUEZ

Secretario General de ESIC Business & Marketing School

Bienvenida del Comité de Honor

Queridos compañeros:

La constante innovación en el sector educativo es una premisa axiomática para alcanzar la competitividad. Las experiencias docentes pioneras que han incorporado la transformación digital en sus centros y las valoraciones de dichas prácticas permiten trazar una ruta de calidad para conseguir la excelencia en la innovación educativa.

Es por ello que la quinta edición de este simposio se ha propuesto abrir un espacio de reflexión sobre la nueva realidad empresarial, marcada por la frontera tecnológica y el conocimiento, con reconocidos expertos procedentes de los ámbitos académico, empresarial e institucional.

Sabedores de que uno de los aspectos esenciales en la misión de ESIC es el impulso a la investigación científica, técnica y social, es un privilegio para nosotros ser el espacio de debate para tratar temas que conforman los ejes del progreso: la Innovación Educativa, la Transformación Digital, la Innovación y Competitividad.

Uno de los valores añadidos que aporta ESIC es la integración entre sociedad, universidad y empresa. La trayectoria de más de 50 años formando profesionales globales, con más 50.000 antiguos alumnos, que constituyen la mayor red de directivos y profesionales en Empresa, Marketing y Comunicación, son la demostración del compromiso y mejora continua de la institución.

IMAT se hace grande: amplía temáticas y duración y lo logra conservando su esencia. ESIC sigue siendo el punto de encuentro para integrar vanguardias. Compromiso y cercanía a través de las cinco culturas que componen el ADN de la institución: Diversidad, Excelencia, Servicio a stakeholders, Corresponsabilidad y Novedad. Todas ellas presentes en este espacio avanzado de debate sobre la innovación educativa, eje estratégico para impulsar la competitividad en nuestras sociedades globales.

D. EDUARDO GÓMEZ MARTÍN

Director General de ESIC Business & Marketing School

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Dra. D^a María Guijarro.

Subdirectora Unidad Corporativa de Investigación, ESIC Business & Marketing School.

Dr. D. Javier Rovira.

Director Innovation Strategic Knowledge, ESIC Business & Marketing School.

Dr. D. Abel Monfort.

Head of Business Department Undergraduate Studies, ESIC Business & Marketing School.

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Responsable de Investigación Campus Zaragoza, ESIC Business & Marketing School.

Dr. D. Álvaro Méndez.

Co-director, LSE Global South Unit. Department of International Relations.

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Dr. D. Rubén Nicolás i Sans

Profesor área grado y postgrado, campus Barcelona ESIC Business and Marketing School.

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Doctor en Dirección de Empresas y Profesor Titular de Universidad de Valencia.

Dra. D^a Asunción Martínez.

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Dr. D. José Ángel Pérez Álvarez.

Vicerrector Adjunto de Investigación e Innovación para Doctorado y Campus Habitat5u, Universidad Miguel Hernández.

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Dra. D^a Pilar Alguacil.

Catedrática Universidad de Valencia.

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Presidente:

D. Aquilino Mielgo Domínguez

ESIC Business & Marketing School

Vocales:

Dra. D^a María Guijarro

ESIC Business & Marketing School

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ESIC Business & Marketing School

Dr. D. Abel Monfort

ESIC Business & Marketing School

Dr. D. José Manuel Mas

ESIC Business & Marketing School

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ESIC Business & Marketing School

Dr. D. Javier Rovira

ESIC Business & Marketing School

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D^a Gloria Amorós

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D^a Fernanda García

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Director General de ESIC Business & Marketing School

D. Eduard Prats

Director General ESIC Catalunya y Director de la Red Territorial de ESIC Business & Marketing School

D. Segundo Huarte

Decano de Grado de ESIC Business & Marketing School Valencia

D. Antonio Martín Herreros

Decano de Postgrado y Executive Education de ESIC Business & Marketing School

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D^a Clara Piqueras

ESIC Business & Marketing School Valencia

D^a Olga Maturana

ESIC Business & Marketing School Valencia

D. Javier Hernández

ESIC Business & Marketing School Valencia

D^a Cristina Ballester

ESIC Business & Marketing School Valencia

D. Omar Camel

ESIC Business & Marketing School Valencia

D. Javier Fontoba

ESIC Business & Marketing School Valencia

D^a Jenny Quintero

ESIC Business & Marketing School Valencia

V. Entidades e Instituciones colaboradoras y patrocinadoras

CENTRO DE INNOVACIÓN DOCENTE



UNIVERSIDAD MIGUEL HERNÁNDEZ



ALUMNI



AUSOLAN



AUTOCARES ALMAGRO



SUPERMERCADOS MARMARKET



GRÁFICAS DEHÓN



DULCESOL



ESCUELAS CATÓLICAS



ESTUDIO LUMER



Coorganiza:



FECEVAL-CECE



HOOTSUITE



FUNDACIÓN ACTIVA-T



SANTILLANA



SOUND & SYSTEMS



GUÍAS DE ENSEÑANZA



ICONO



ACADE



MIAC



Coorganiza:



VI. Información Institucional

La historia de **ESIC Business & Marketing School** está íntimamente ligada al mundo empresarial. Desde su creación en 1965 por la Congregación Religiosa de los Sacerdotes del Corazón de Jesús (Padres Reparadores), ha invertido todos sus esfuerzos en formar a los mejores profesionales para las empresas.

ESIC fue la primera Escuela de Negocios creada en España y surgió ante la necesidad que tenían los profesionales de completar su formación en el área del Marketing.

Hoy, más de 50 años después, ESIC está posicionada como la escuela líder en marketing, reconocida, dentro y fuera de nuestras fronteras, como uno de los mejores centros formativos en esta área. Con más de 40.000 antiguos alumnos, ESIC es centro de referencia para empresas y profesionales.

En la actualidad, ESIC es centro adscrito a las Universidades “Rey Juan Carlos” y “Miguel Hernández” de las Comunidades Autónomas de Madrid y Valencia, respectivamente, y está reconocido como Centro Universitario Oficial por el Ministerio de Educación de Brasil, en su Campus de Curitiba.

Por otra parte, ESIC es centro autorizado por la Comunidad de Madrid y el Gobierno Foral de Navarra para la impartición, en sus respectivos territorios, de enseñanzas siguiendo el sistema de estudios vigente en los Estados Unidos, y orientados a la obtención del Bachelor in Business Administration, según Convenio con Florida Atlantic University (FAU).

En definitiva, ESIC ha sido y es una Escuela de Negocios cercana a la empresa. Este es un elemento diferenciador frente a muchas universidades

El Departamento de Investigación (campus Valencia) cuyo principal objetivo es la generación del conocimiento además de su proximidad al ámbito empresarial aspecto que le confiere su valor añadido y elemento diferenciador, ya que constituye el lugar idóneo para adquirir el feedback entre conocimiento generado y aplicado.

Desde su origen, apuesta por la integración del trinomio Sociedad-Universidad-Empresa por diversas razones, entre otras, porque la Universidad debe priorizar la generación de conocimiento; porque este conocimiento es un resultado elaborado de experiencias anteriores, teorías de expertos, conclusiones y sinergias de trabajos interuniversitarios nacionales e internacionales que pueden contribuir al avance. Sin embargo, para conseguir esta integración es necesario que como Universidad (como investigadores) estemos cerca de la empresa y de la sociedad, trabajando con ella, formando a sus futuros capitales humanos.

El departamento de investigación está formado por docentes-investigadores, concededores de proyectos europeos y con perfiles interdisciplinares que confiere al centro la complementariedad científica necesaria para desarrollar la labor investigadora que propone. Además, todos los miembros del equipo trabajan o han trabajado en diferentes puestos de responsabilidad de diferentes empresas y ámbitos.

VII. Conclusiones VI Simposio

Durante los días 1 y 2 de abril, hemos tenido la oportunidad de escuchar a expertos y profesionales de diferentes sectores hablando sobre educación, innovación e investigación.

De la mano de nuestro Director General, el Padre Eduardo Gómez, nos llegaba la reflexión sobre la vuelta al humanismo para entender mejor la sociedad en la que vivimos y prepararnos para lo que viviremos.

Como docentes, debemos ser capaces de educar a nuestros jóvenes para que impacten en la sociedad y entre todos sanemos la herida social con la que nos encontramos.

El Padre Eduardo Gómez subrayó la importancia de ser líderes humildes, y de que nos distingamos por las 3 Hs: Heart, Habit, Harmony: Corazón, Hábito y Armonía; y recordó que la habilidad más demandada en el futuro será la capacidad de aprendizaje y adaptación. Así mismo, mencionó que será fundamental formar a los alumnos en aquello que las máquinas nunca nos podrán quitar: el arte, la belleza, los sentimientos, la creatividad, y la comunicación. Eso siempre va a pertenecer a los seres humanos.

La Dra. Barbara Oakley nos hablaba de cómo funcionan las neuronas y el aprendizaje, y resaltó la importancia de ayudar a nuestros estudiantes a ampliar sus pasiones.

De la mesa de innovación, moderada por Carlos Llorente, se concluyó que la clave del cambio está en el equipo docente.

Ser el profesor que todo lo sabe, ya no existe. No debemos dar la espalda al alumno ni a la realidad que le rodea. Sin embargo, el profesor no debe estar solo, y los colegios necesitan autonomía real para poder lograr cambios, por lo que la innovación debe ser sistémica y no por partes.

El alumno debe formar parte del proceso de aprendizaje. Hemos pasado de familias pasivas a familias activas, y debemos canalizar su energía correctamente. Es fundamental tener un proyecto sólido en el que crea toda la comunidad educativa. Con estas ideas, coincidimos desde ESIC con proyectos como Súmate a Debate y Debates del Futuro, entre otros.

Por su parte, Jorge Ruíz nos recordó que cuando hablemos, miremos a los ojos; y Manu Velasco nos decía que las metodologías, las herramientas y las tecnologías nos han dejado poco tiempo para mirar a los ojos.

Como docentes, no debemos olvidar la importancia que tienen en el desarrollo de nuestros alumnos la escucha, la ética, la emoción y las ganas de soñar.

Crecer pensando que no tienes talento y que la creatividad es de muy pocos es algo triste y debemos evitarlo. Para esto, debemos inculcar la confianza en nuestros alumnos.

Velasco nos recordaba que el mejor docente es el que se esfuerza por ser mejor, no por ser el mejor. Decía que los maestros somos pintores: ayudamos a nuestros alumnos a pintar sus sueños y a trazar sonrisas en las caras tristes.

Carlos González hablaba sobre la posibilidad de construir organizaciones felices. Más de 20 profesionales han debatido sobre la importancia de impulsar entornos felices, saludables y sostenibles.

En la Mesa de Transformación Social se abordó la cuestión de cómo, desde la educación, contribuir al desarrollo de las competencias y a impulsar los valores que nos permitan hacer frente a los retos actuales del planeta: sostenibilidad, humanismo, transformación digital, profesiones no inventadas,... en definitiva, a cómo movernos en este VUCA World que caracteriza el momento actual de desarrollo económico y social.

El panel de expertos, invitados a la mesa, expusieron diferentes ideas fuerza. La primera fue la necesidad de cambiar el paradigma educativo: pasar de un modelo de aprendizaje basado en la normalización -un modelo de enseñanza taylorista- a uno basado en la personalización, escuchar al alumno y potenciar sus capacidades -o talentos- distintivos - vivir la diversidad y la inclusión. También en este cambio de paradigma se planteó la necesidad de involucrar a todos los stakeholders de los colegios: profesores, alumnos, padres, empresas, asociaciones cercanas al centro educativo y todo el equipo humano que coparticipa en el proceso de formación.

Por otro lado, los ámbitos en qué formar a los alumnos, se plantearon competencias como el pensamiento crítico, la autorregulación emocional, la aprendibilidad (aprender a aprender), la resiliencia... y una formación profunda en valores que sea fuente y arnés para hacer frente a las demandas de la vida personal y profesional.

Con respecto a las claves y palancas que los profesores deben utilizar para responder a estos retos, se enfatizó la importancia de la ejemplaridad de su conducta como modelo de referencia, de la escucha profunda a las necesidades de los alumnos para su desarrollo emocional, de la mayéutica como herramienta de enseñanza, de la pasión por sus alumnos para animarles en el proceso de aprendizaje... También se debatió la necesidad de recuperar el “orgullo de la profesión” de ser maestro:

tanto desde el reconocimiento social como desde la dimensión personal de amar la profesión y esta carrera profesional.

Por lo tanto, el reto es generar el entorno adecuado, la cultura propicia, pero la responsabilidad es de cada uno de nosotros, no dejándonos llevar por comportamientos, prácticas o ejemplos pesimistas, con poco compromiso o falta de servicio a los demás.

Solo así podremos construir organizaciones felices que acompañen y eduquen a niños felices, preparados para ser adultos felices. Por último, tuvimos el placer de escuchar experiencias, comunicaciones y aportaciones de investigadores y expertos de diferentes universidades nacionales e internacionales. Sus valiosos trabajos son los cimientos para generar nuevos conocimientos que aportar al aula, a la empresa y a la sociedad, tal como nos comentaba el Dr. Gregorio Sánchez, director de Aneca división PEP, en la mesa de investigación presente y futuro, moderada por el Dr. Abel Monfort. Por eso, la base de una buena docencia está argumentada en una buena investigación.

Dra. Dña. MARÍA GUIJARRO-GARCÍA

Directora del Simposio Internacional de Innovación Aplicada, IMAT 2019

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An academic approach of the social economy from social education in the Ceuta Campus of the University of Granada. Marín-Jiménez, AE; Aznar-Unzurrunzaga, MJ; Martín-Rojas, R; Montejo-Gámez, J

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Dynamic learning and academic performance: experience in physical subject in physiotherapy degree. Caballero S.; Varea M.; López E.; Nalda-Molina R.; Ramón-López A.

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Peers assessment in the learning of quantitative techniques. Marín-Jiménez, AE; Montejo-Gámez, J; Martín-Rojas, R; Aznar-Unzurrunzaga, MJ

Promotion of entrepreneurship skills of university students using two training approaches. Burbano, J; Fernández-Zamudio, MA; Melián-Navarro, A

Psychometric properties of the Social-Presence Module of the Game Experience Questionnaire in Ecuador. Morales, A; Orgilés, M; Espada, JP; Carrasco, C

Self- Perception of the capacity for organization and planning and its relationship with academic results in students of magisterium. Martín-Herráez, F; González-Barbero, T

Semantical analysis of entrepreneurship in the Spanish economic press and its relationship with innovation and education. Cervantes-Zacarés, D; Martí-Sanchez, M; Ballestar, MT; Ortigosa-Blach, A

Strategic logic for achieving social innovation. Büchler, JP; Decker, J; Spicher, D

COMUNICACIONES ACADÉMICAS

Coorganiza:

APPLICATION OF SKETCHNOTE IN THE CLASSROOM AS EDUCATIONAL INNOVATION

Araceli Maseda Moreno, PhD

Docente e Investigadora

ESIC Business & Marketing School

araceli.maseda@esic.edu

Frank Babinger, PhD

Coordinador del Máster en Dirección y Gestión de Empresas Hoteleras

Universidad Complutense de Madrid

frank.babinger@ucm.es

Abstract

The sketchnote (visual note) is one of the graphic tools to capture more effective ideas, and is made up of elements such as words, arrows, typography, drawings, and many other symbols. According to the opinion of those who use this tool, it is very useful to improve understanding and concentration in students. In addition to this, a sketchnote encourages creativity and conceptualization, since it involves using the imagination to build the synthesis of a content.

Marlon Kuzmick (Director of the Learning Lab at Harvard University), is one of the drivers of this tool in the classroom, with the aim of improving academic performance and understanding of the contents in students, both to analyze the sketchnote, remember them or study them

Students are not only "learning to write" but they are "writing to learn". Fernández March (2010) points out the importance of evaluating not only the contents, but also the learning strategies used to do so. In this case study, the use of this tool in postgraduate programs is being implemented, both at the Complutense University of Madrid and at ESIC BUSINESS & MARKETING SCHOOL in Valencia, with good results, which will be presented in future communications.

Keywords

Educational innovation, postgraduate studies, sketchnote, improvement of learning.

ATTITUDES TO SUSTAINABILITY AND FASHION: AN EXPLORATION BY AGE GROUPS

Belén Rodríguez Cánovas

Profesora Departamento de Organización de Empresas y Marketing
Universidad Complutense de Madrid

brcanovas@ucm.es

Abstract

Textile industry generates considerable turnovers and impacts society. However, clothing is one of the most polluting industries in the world. Fast fashion has revolutionized both the manufacturing process and customers' attitudes and behaviours. Clothing lifecycle has shortened. Therefore, fashion is in the eye of the storm and many manufactures works towards sustainability. The achievement of sustainability is not just responsibility of manufacturers but customers are decisive. Last trends show how sustainability is becoming more relevant in purchasing. However, there are some studies showing that customers are reluctant to adopt fashion sustainability. This study attempts to explore how age influences on fashion consumer's attitudes towards sustainability in comparison to other industries and their expectations about fashion sustainability. The current study evidences two main conclusions: A. First, clothing does not seem to be a priority for customers when they consider sustainability. Variable group of age is a moderator. B. Second, customers show different profiles regarding their expectations towards sustainability practices in textile industry.

Keywords

Fashion, Sustainability, Ethics, Attitudes, Consumer

BUILD A BUILDING: DESCRIPTION OF A COMPLEX PROCESS

Jaime Carlos Alonso

Arquitecto de TM Grupo Inmobiliario

www.tmgrupoinmobiliario.com

jcalonso@tmgrupoinmobiliario.com

Jesús Carnicer

Universidad Miguel Hernández

jcarnicer@umh.es

Mari Carmen Perea

Universidad Miguel Hernández

perea@umh.es

Juan Roldán

Universidad Miguel Hernández

jroldan@umh.es

Abstract

In this work we carry out the design, construction and implementation of a module for a didactic and interactive science museum that shows students of different educational levels a complex process, such as the construction of a house. As well as, the different professions and university careers of the scientific and technological field involved in said process. We also show the main characteristics and the importance of building efficient, comfortable and ecological homes.

Keywords

Education, professions and careers STEAM, construction, housing, Science Museum.

CAN WE IMPROVE ACADEMIC PERFORMANCE AND STUDENT SATISFACTION WITHOUT ADDITIONAL TIME COST FOR TEACHERS? EVIDENCE FROM A BLENDED METHODOLOGY IN MICROECONOMICS

Anett Erdmann

Lecturer

ESIC Business and Marketing School

anett.erdmann@esic.edu

Alfonso Jesús Torres Marín,

Lecturer

ESIC Business and Marketing School,

alfonso.torres@esic.edu

Abstract

Purpose:

The main goal of this paper is to determine if the use of a blended methodology can improve performance and satisfaction of the students, with no additional time cost for teachers. As a second objective, the article attempts to explain observed differences across students in the effect of the methodology on study time based on the theory of optimal decision-making. Finally, we sketch a simple cost benefit analysis for the digital learning platform (DLP) used.

Design:

The teachers combined the traditional class's methodology with the adoption of a DLP in two courses of Microeconomics at an undergraduate level at ESIC Business & Marketing School. Subsequently it is analysed the impact of this methodology on student satisfaction and performance, as well as on student's study time using different analytical tools.

Findings:

Students' grades, at the final exam, increased in a significant way as they spent more time with the DLP and/or when they do more digital assignments at home. Their satisfaction with the blended methodology, and the use of the DLP was quite high for most of students. Their feedback on working time relative to traditional methods showed two extremes, either studying much more or much less. We provide a theoretical explanation for this observation, based on Microeconomic theory. A cost-benefit analysis of the DLP tool at an institutional level suggests that its economic costs are more than justified by the economic benefits of the tool in terms of student's satisfaction, brand reputation and teachers time saving.

Contribution:

This document provides a methodology to measure the benefits of an innovative learning methodology using relevant indicators and employing advanced statistical techniques as regression analysis. It also helps us to understand student's behaviour in the face of an educational innovation based on technology. The findings are in line with economic theory.

Keywords

Blended Learning, Technology-Enhanced Learning, virtual labs, educational innovation, computer software on education.

DEVELOPMENT OF LISTENING THROUGH METACOGNITION IN A BEGINNER EFL CLASS: AN ACTION RESEARCH

José Fernando Gallego-Nicholls
Departamento de Investigación
ESIC Business & Marketing School
josefernando.gallego@esic.edu

Nayibe Rosado-Mendinueta
Departamento de Español
Universidad del Norte, Barranquilla, Colombia
nrosado@uninorte.edu.co

Abstract

Listening instruction in EFL has acquired great interest over the last 40 years. This qualitative study reports a two-month action research intervention with 17 beginner EFL learners with the purpose to determine to what extent the implementation of Vandergrift and Goh's (2012) listening metacognitive pedagogical cycle affects listening for main ideas, details and decoding, as well as their metacognitive awareness. Data were collected through listening tests, the Metacognitive Awareness for Listening Questionnaire (MALQ) and interviews. Findings show positive effects in the development of metacognitive awareness and in decoding. Main idea and details did not show the same development, which might be due to high cognitive demands that overloaded students' working memory capacity.

Keywords

Metacognition, listening, EFL, beginners, action research, MALQ

DOES THE POSITION MATTER?: GETTING VIRALITY IN B2B MARKETING CONTENT

Mauro Calza

Marketing de Contenidos y SEO

mauro@maurocalza.com

Abstract

The aim of this study is to broaden knowledge about the virality of digital content marketing in the B2B sector (business to business), Knowing the process that leads a person to share with their peers in an organization a valuable content created by 1 another organization thus contributing to the dissemination of such content increasing its potential reach. This research will be carried out through a quantitative methodology. It will be collected opinions of 106 workers with different levels of responsibility within the organisation. By analysing the data collected, we will be able to discover how the culture of an organisation influences its performance, organization and subjective perception about sharing knowledge, towards the intention of sharing a content marketing piece created by a different organization. This study also seeks to know in which measure affect as mediating agent the position of responsibility occupied by the user towards the subjective attitude and towards the perception of company culture regarding share knowledge.

Keywords

B2B, Marketing online, Digital Content Marketing, Inbound marketing, Virality

EDUCATION IN THE CLASSROOMS: BIBLIOMETRIC APPROACH

María Calzado Barbero

Departamento de Economía Financiera y Contabilidad
Universidad de Extremadura
mcalzadot@alumnos.unex.es

Nuria Ramos Vecino

Departamento de Economía Financiera y Contabilidad
Universidad de Extremadura
nuriaramosvecino@gmail.com

Antonio Fernández Portillo

Departamento de Economía Financiera y Contabilidad
Universidad de Extremadura
antoniofp@unex.es

Abstract

High rates of youth unemployment and the need for the creation and development of small and medium enterprises are the main reasons for the increase in entrepreneurship and the need to promote entrepreneurship through education; this is why this research analyses the importance of entrepreneurship education today through scientific production.

To this end, a bibliometric analysis has been developed with the wos and scopus platforms, which show, among other things, the evolution of the field of entrepreneurship education from the year 2000 to the present, the most productive authors in this field, the largest journals and the most distinguished works in entrepreneurship education.

Among the most relevant results of this research, it has been observed on the one hand that, currently, entrepreneurship education is an area of research that is in continuous annual growth mainly from 2010, on the other hand, that Spain is in fourth and fifth place in the classification of the countries that most research on entrepreneurship education, so it can be concluded that it is an important field at the moment.

Keywords

Entrepreneurship, entrepreneurial education, economic development, bibliometric.

Evaluation of the degree of student satisfaction.

Manuel Sánchez

Universidad Miguel Hernández
m.sanchez@umh.es

Luis Pérez

Universidad Miguel Hernández
luis.perez@umh.es

Pilar Garcia

Universidad Miguel Hernández
pgarcia@umh.es

Miguel Saceda

Universidad Miguel Hernández
msaceda@umh.es

ABSTRACT

A group of professors of the Biotechnology Degree of the Miguel Hernández University in Elche (UMH) have implemented a range of innovative teaching practices in their respective disciplines. In particular the subjects of Biochemistry of first course, Industrial Microbiology of second course and Virology of third course. The tools introduced have been the use of cinema, of 3D printing models, Twitter and of classroom games. The response of the students has been very positive, as shown through various voluntary surveys made to them. In this article we tried to go further in an attempt to demonstrate whether the implementation of these activities showed a measurable impact on the student's academic achievement. In the subjects of Industrial Microbiology and Virology, either because of the nature of the actions carried out or because the necessary material is not yet available in sufficient amount, we cannot make an objective evaluation of the impact of the

Introduced innovations tools in the academic achievement. However in the subject of Biochemistry we have demonstrated a statistically significant relationship between the implementation of the innovation tools and the academic achievement of our students. Our experience provides evidence that new active teaching techniques make learning more appealing to the students, leading to better academic results.

Keywords

Innovation, Teaching, Biotechnology, Social networks, 3D Printing

EVALUATION OF THE PERCEPTION AND IMPLEMENTATION OF COMPETENCES IN THE HIGHER DEGREE IN ESIC'S GLOBAL MARKETING ADDRESS

Rubén Nicolás i Sans

Profesor Área de Grado y Postgrado
Responsable de Investigación Campus Barcelona
ESIC Business & Marketing School
ruben.nicolas@esic.edu

Jesús Álvarez Valdés

Profesor Área de Grado y Postgrado
Director Adjunto Titulación Propia Campus Barcelona
ESIC Business & Marketing School
jesus.alvares@esic.edu

Rosa Tubert Soler

Profesora Área de Grado
ESIC Business & Marketing School
rosa.tubert@esic.edu

Abstract

Present work deals with ESIC's Higher Degree in Global Marketing Management implementation in Barcelona Campus during the 2018-2019 academic year, its competencies and its applied teaching innovation. To achieve these goals the article carried out a degree characteristics analysis; a teaching and professional values study; the skills taught and their characteristics; and the innovation in teaching methods applied by professors who teach it. This theoretical analysis is complemented by an experimentation through surveys to teachers and students that allows to question whether the expected competencies are being achieved, if they are perceived by the students and if the innovation in the teaching methods has an impact on it. The work also analyzes the academical results obtained and its correlation with the competences. The sample used is composed by thirty-five students and nine teachers, which are a set of students taking and professors teaching the degree. The results obtained show that the degree of achievement of the competences is correct, as well as their perception by the students. In the same way an interesting relationship between the academic results and the achievement of the competences is appraised. We can conclude that the degree is evaluated correctly by competences. As a further work a new line of research is currently analyzing the business sector and Alumni in order to contrast not only the achievement of competences through innovation but its adaptation to the labor market.

Keywords

Teaching innovation; Competencies; Superior Title; Global Marketing Direction

HAPPINESS IN SECONDARY SCHOOLS SETTINGS

Esther Pagán-Castaño

ESIC Business & Marketing School

esther.pagan@esic.edu

Cristina Santos-Rojo

ESIC Business & Marketing School

cristina.santos@esic.edu

Javier Sánchez- García

Universitat Jaume I

jsanchez@uji.es

Abstract

Happiness is one of the oldest topics studied throughout the history of human beings in their different cultures, as it is considered as a source of good results. Research has revealed ways in which happiness is a search engine for goals, contributes to social relationships, increases attention and well-being and psychological health (Gruber et al. 2011).

According to Ortega y Gasset happiness is understood as a life dedicated to activities for which each and every person has a unique vocation. And it is work one of the activities that catches our attention, and in this sense, the concern for developing human resources policies in order to improve employee working environment is obvious (Keenoy, 1990; Legge, 1995, 2000; Guest, 2002).

With reference to the teaching profession, studies show that teachers' well-being has significant effects on children's social-emotional adjustment and academic performance (Hamre et al. 2004; Malmberg et al. 2009; Moolenaar 2010; Roth et al. 2007), hence the special importance of its study.

This paper presents an ongoing research that aims to analyze the state of happiness in schools, with the elaboration of a scale that will evaluate the dimensionality of well-being in secondary education in the main Spanish provincial capitals. When we speak of well-being we mean the general quality of the experience and functioning of an employee in the work environment (Warr, 1987).

To analyse well-being in educational environments (in this case we will focus on secondary schools) in its dimensions of happiness (Appelbaum et al., 2000; Gould-Williams 2003; Whitener 2001, health (Appelbaum et al. 2000, Orlitzky and Frenkel 2005, Ramsay et al., 2000) and social relations (Bartel 2004, Gelade and Ivery 2003, Tzafrir 2005; Capell et al., 2016) are used.

The results obtained will contribute to establishing an index of happiness of teachers in secondary

Keywords

Happiness, well-being, high school, human resource management.

IMPLEMENTATION OF NEW TEACHING INNOVATION TOOLS IN THE BIOTECHNOLOGY DEGREE OF THE UMH: EVALUATION OF THE DEGREE OF IMPACT ON ACADEMIC PERFORMANCE

Manuel Sánchez Angulo

Dpto. de Producción Vegetal y Microbiología
Universidad Miguel Hernández
m.sanchez@umh.es

Luis Perez García-Estañ

Dpto. de Bioquímica y Biología Molecular
Universidad Miguel Hernández
luis.perez@umh.es

Pilar García Morales

Dpto. de Bioquímica y Biología Molecular
Universidad Miguel Hernández
pgarcia@umh.es

Miguel Saceda Sánchez

Dpto. de Bioquímica y Biología Molecular
Universidad Miguel Hernández
msaceda@umh.es

Abstract

A group of professors of the Biotechnology Degree of the Miguel Hernández University in Elche (UMH) have implemented a range of innovative teaching practices in their respective disciplines. In particular the subjects of Biochemistry of first course, Industrial Microbiology of second course and Virology of third course. The tools introduced have been the use of cinema, of 3D printing models, Twitter and of classroom games. The response of the students has been very positive, as shown through various voluntary surveys made to them. In this article, we tried to go further in an attempt to demonstrate whether the implementation of these activities showed a measurable impact on the student's academic achievement. In the subjects of Industrial Microbiology and Virology, either because of the nature of the actions carried out or because the necessary material is not yet available in sufficient amount, we cannot make an objective evaluation of the impact of the Introduced innovations tools in the academic achievement. However, in the subject of Biochemistry we have demonstrated a statistically significant relationship between the implementation of the innovation tools and the academic achievement of our students. Our experience provides evidence that new active teaching techniques make learning more appealing to the students, leading to better academic results.

Keywords

Innovation, Teaching, Biotechnology, Social networks, 3D printing

INTERACTIVE STORY: ON LINE MATERIALS FOR THE TEACHING OF THE HISTORY OF THE RIGHT

Sara Moreno Tejada

Profesora Ayudante Doctor de Historia del Derecho y de las Instituciones

Universidad Miguel Hernández

s.moreno@umh.es

Abstract

In the digital era, it is necessary to constantly update the instruments used for the teaching. In this sense, nowadays mostly lecture room are fit out by the named “technologies of the information and education”. A large number of scientific and academic international studies ensure that the use of these tools produces, among other effects, more efficiency of the education system, improving academic performance or greater motivation of students (PEREZ TORNERO JOSÉ MANUEL y PI, MIREIA, 2013, pp. 5).

Is for this reason we have developed some teaching material equipped with a completely interactive format, including multimedia, graphic elements and animation. At the same time, it includes self-assessment practice exercises like, for example, questionnaires. Furthermore, it has direct connection with social media as twitter or blogs. Our contribution is intended to share our experience presenting educational opportunities that can offer the integration of the e-Book in traditional teaching. To achieve this objective, we will make a description of the project, its purpose, the objectives achieved and the conclusions derived from its rollout.

Keywords

Teaching innovation, electronic book, multimedia, social network, teaching.

IS THE WATER COLORLESS, ODORLESS AND TASTELESS?

Alejandra Esteve

HIDRAQUA Calidad Aguas y Sistemas de Gestión GC

aestevem@hidraqua.es

David Ribes

Universidad Miguel Hernández

davidr@hidraqua.es

Jesús Carnicer

Universidad Miguel Hernández

jcarnicer@umh.es

Mari Carmen Perea

Universidad Miguel Hernández

perea@umh.es

Juan Roldán

Universidad Miguel Hernández

jroldan@umh.es

Abstract

In this work, we present a scientific workshop for the MUDIC-VBS-CV that aims to bring citizens in general and, in particular, young people, one of the most important natural resources, water. The workshop has two parts, in the first; the different origins, the composition and the applicable legislation are presented. All this is carried out through two a water tasting. In the second part, taking into account that it is the international year of the Periodic Table of the Chemical Elements, activities are carried out around it with the different components that the water we drink can have. The workshop is designed for the public and students in the second cycle of primary, secondary and baccalaureate in particular. This workshop allows us to know fundamental aspects related to the water we drink, the environment, as well as the chemical components of it.

Keywords

Workshop, water, periodic table of chemical elements, environment, professions and careers STEAM, Science Museum.

LAST TRENDS ON HIGHER EDUCATION: A BIBLIOMETRIC APPROACH

Norat Roig-Tierno

ESIC Business & Marketing School

norat.roig@esic.edu

Alicia Mas-Tur

Universitat de València

alicia.mas@uv.es

Abstract

The main purpose of this study is to establish the academic evolution that has occurred in the higher education field of research through a bibliometric analysis. The most influential journals in this field are analyzed, as well as the most productive authors and institutions. Since 1996, 1417 articles have been published in this field of research, according to the Web of Science (WoS). In general, the field of research of higher education has grown considerably compared to other areas. The structure of citations shows that since 2008 the number of articles published has increased, going from 4 articles published in 2007 to more than 20 articles published in 2008. However, this number has increased exponentially, with more than 200 articles published each year in the last few years. Among the results obtained, we can highlight that 9 out of the 10 most cited articles in the field of higher education refer to the use of social networks. In addition, both the United Kingdom and Spain are in the top 3 ranking of the most productive and influential countries. These are countries that have a large number of publications and, in addition, a relatively high number of citations.

Keywords

Higher education, bibliometric, paper, journal.

MODERATING EFFECT OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL EMPOWERMENT IN RELATION TO THE BURNOUT SYNDROME IN TEACHING. A THEORETICAL APPROACH.

Jose Carlos Ballester Miquel

Profesor Área de Grado y Postgrado Campus Valencia
ESIC Business & Marketing School
Josecarlos.ballester@esic.edu

Pilar Perez Ruiz

Profesora Área de Grado y Postgrado Campus Valencia
ESIC Business & Marketing School
pilar.perezruiz@esic.edu

Javier Hernández Gadea

Profesor Área de Grado Campus Valencia
ESIC Business & Marketing School
Javier.hernandez@esic.edu

Abstract:

The purpose of this work is to establish a theoretical approach by means of a literature review on Transformational Leadership in academic centers as a method of teacher development, along with the empowerment level that the organization should have, in order to minimize the Burnout effects. Burnout syndrome causes chronic stress framed within two levels. First, on teachers' personal characteristics and, second, on the teaching activity. This study focuses on the activities of education centers as organizations.

Keywords: Transformational Leadership; Organizational Empowerment; Burnout Syndrome.

POTENTIAL INNOVATIONS FOR AN ULTRA-SPECIALISED CULTURAL TOURISM: THE CASE OF THE 'CITY OF MUSIC' AND AN EFFECTIVE DESIGN FOR TOURISM 2.0

José Rodolfo Hernández-Carrión
Departamento de Economía Aplicada
Universidad de València
rodolfo.hernandez@uv.es

Marina Jacinto García
Universitat de València
marina.jacin@gmail.com

Abstract

The economy of a city is based on the knowledge incorporated in its productive activities. To determine the potential for ultra-specialisation in a niche of musical tourism we surveyed visitors to the 'City of Music' and explored the motivations for these visits. The study enabled us to extract information about the three main attractive cultural elements of the city: historical sites; food fairs; and music. We focused on this latter element: which had produced centuries of intense competition among local orchestral bands. This asset of the 'City of Music' could be the key factor in developing a unique and specialised local offer. The internet, and its connected social networks, opens a specialised niche for musical tourist marketing based on the application of a 'smart' and intelligent tourism that is within the reach of certain ultra-specialised municipalities. This approach is known as Tourism 2.0.

Keywords

Tourism 2.0; City of Music; musical tourism; Llíria; ultra-specialisation

PROPOSAL OF ACCOMPANYING PROGRAM IN THE DEVELOPMENT AND EVALUATION OF COMPETENCES IN THE UNIVERSITY AREA

Cristina Santos Rojo, PhD

Profesora de Grado y Postgrado
ESIC Business & Marketing School
cristina.santos@esic.edu

Araceli Maseda Moreno, PhD

Docente e Investigadora
ESIC Business & Marketing School
araceli.maseda@esic.edu

Arturo Ortigosa-Blanch, PhD

Docente e Investigador. Responsable de ESIC Emprendedores
ESIC Business & Marketing School
arturo.ortigosa@esic.edu

Abstract

Currently in the labour market recent graduates are required to have a minimum of skills development that will allow them to know, know how to do. The environment is very changing, and it is essential that, in addition to the content, teachers enhance in each student, not only the transversal and specific competences of the degree, but also certain competences derived from the previous ones focused on the working world.

The present work pursues, therefore, as the main objective to enhance the employability of students in the labour market, carried out an exploration work to be able to unite the main competencies that the labour market demands and the competences that are developed in the different degrees and subjects.

For the evaluation of competences, it is essential to use a rubric for each one of them, thus avoiding different interpretations of evaluation, and with that, being able to monitor the development of these during the student's education in higher education.

Finally, with this proposal for a comprehensive program of competence development and evaluation, the student is provided, together with his / her academic record, an individual competency study, thus facilitating greater personal, professional development and adaptation of his / her job position.

Keywords

Higher education, skills development, rubric, employability.

SERIOUS GAMES AS A SATISFACTORY METHODOLOGY FOR COOPERATIVE LEARNING: A SALES EXPERIENCE

Marta Estrada Guillén

Profesora del Departamento de Administración de Empresas y Marketing
Universitat Jaume I
estrada@emp.uji.es

Diego Monferrer Tirado

Profesor del Departamento de Administración de Empresas y Marketing
Universitat Jaume I
dmonferr@emp.uji.es

Miguel Ángel Moliner Tena

Profesor del Departamento de Administración de Empresas y Marketing
Universitat Jaume I
amoliner@emp.uji.es

Alma Rodríguez Sánchez

Profesor del Departamento de Administración de Empresas y Marketing
Universitat Jaume I
alrodrig@emp.uji.es

Elena Puig Serret

Profesora del Instituto de Educación Secundaria El Caminàs
elena.puig@ieselcaminas.org

Abstract

The game promotes the general development of the person, since it allows to rehearse rules and limitations that later will be able to extrapolate to real situations with certain guarantee of success. Morales (2009) describes the advantages that the game process brings to individuals since it involves the development of emotional competencies. In this paper, we propose the use of this methodology to achieve the training of the socio-emotional skills necessary for marketing professionals. To this end, three workshops are held in the subject Sales Techniques, compulsory in the fourth year of the ADE Degree, two by serious games and the other a group dynamic. The aim is to train the emotions of the work teams. The achievement of the target goal is measured by using the group satisfaction questionnaire Viles et al. (2013) showing satisfactory results. As a conclusion of this teaching experience, it is confirmed that the game is an excellent technique for cooperative work.

Keywords

Cooperative learning, serious games, sales

STUDENTS' PERCEPTION REGARDING MOODLE: AN EXPLORATORY APPROACH THROUGH QCA.

Dra. María-Pilar Llopis Amorós
ESIC Business and Marketing School
mpilar.llopis@esic.edu

Dra. Vanessa Roger-Monzó
ESIC Business and Marketing School
vanessa.roger@esic.edu

D. Fernando Castelló-Sirvent
ESIC Business and Marketing School
fernando.castello@esic.edu

Abstract

The Learning Management Systems (LMS) are one of the most used tools in the teaching-learning process of higher education. The objective of this research is to analyse students' perceptions of Moodle as a learning tool. An online survey of students of the Official Degrees taught at the ESIC Business & Marketing School (n = 200) has been carried out and the Qualitative Comparative Analysis (QCA) methodology has been applied. The availability of didactic material (AMD), bidirectional communication with the teacher (COB), access to the evaluation (AEV) and the design of teaching activities (DAC) constitute the conditions that favour learning (APR) in Moodle. The results obtained reveal that AMD is a necessary condition for Moodle to be perceived as a useful environment for learning. AEV and DAC are presented as sufficient conditions, always that they are combined with COB. The findings show that the main function of Moodle is instrumental, specifically, as a content repository. In this sense, teachers must develop the didactic usefulness of this platform and design teaching initiatives that achieve a greater bonding of students with their own learning process.

Keywords

Learning management systems; Moodle; utility; EHEA.

THE EFFECTS OF ECO-INNOVATION AND ENVIRONMENTAL ENTREPRENEURIAL ORIENTATION ON BUSINESS PERFORMANCE

María Rodríguez García

Departamento de Investigación

ESIC Business and Marketing School

maria.rodriguez.investigadorval@esic.edu

Abstract

Previous studies have focused their attention on studying the transition from a conventional production model and traditional organizational paradigm to a system that is more respectful and concerned about the environment. Under such transition, reducing negative externalities of firms' economic activity on these firms' immediate surroundings is of interest. However, few studies analyze in detail what are the key factors of eco-entrepreneurship that directly affect the profitability of ecopreneurial companies in economic terms.

The literature suggests that the pursuit of long-term social benefit, which is intricately related to good management practices (Nikolaou et al., 2011), ultimately leads to an overall improvement in the company's profitability (Waddock and Graves, 1997). They claim that social measures are good management practices. On the one hand, the company can experience higher levels of performance by actively meeting stakeholders' expectations and aligning them more closely in terms of environmental and social demands (Menguc and Ozanne, 2005; Clarkson, 1995).

On the one hand, eco-innovation is a key element concerning ecopreneurship because it increases value for both producers and consumers while reducing negative impacts on the environment. From this definition, Karakaya et al. (2014) define eco-innovation as a combination of novelty, creativity and environmental change.

On the other hand, the environmental entrepreneurial orientation refers to the organization's willingness to exploit opportunities that arise in the market, related to the increase of economic benefits as well as value for the environment (Jiang et al., 2018; Gibbs and O'Neill, 2014; Dean and McMullen, 2007).

The aim of this research is to analyze in depth the effects of eco-innovation and the environmental entrepreneurial orientation on financial performance, measured in terms of sales volume. To this end, companies operating in the clean technology industry (renewable energies, environmental technology and recycling) were addressed. Such companies are considered to be important drivers of technology and innovation, as well as of sustained competitive advantage (Dickel et al., 2018, Schmidt et al., 2011).

Keywords

Ecopreneurship, eco-innovation, environmental entrepreneurial orientation, sustainability

THE JARGON OF INTERNATIONALISATION

Tasawar Nawaz
Plymouth Business School
University of Plymouth, United Kingdom
tnawaz@plymouth.ac.uk

Abstract

The paper exposes various strands of internationalisation at a post-92 university based in the UK. The first phase of the research is based on a detailed analysis of university's internationalisation strategy, policy documents and related reports spread across quarter of a century. The second phase reflects on how the strategy is communicated and implemented, under the theme of 'internationalisation on campus'. The third phase zooms in to focus on strategical changes/adjustments to the internationalisation strategy in the wake of Brexit vote. Informed by the observed results from each phase, the paper reports some interesting trends in internationalisation and proposes strategies to deal with the internationalisation jargon—not only for the focused university but also for any higher education provide across borders.

Keywords

Internationalisation strategy, TNE, higher education, modern colonialism, Post-92 University, Brexit, UK

THE PERCEPTION OF EDUCATIONAL BRAND CAPITAL: PROPOSAL FOR MEASUREMENT

Javier Casanoves Boix 
Profesor Área de Marketing
Capitol Business School
jcasanoves@capitolempresa.com

Abstract

This research was carried out to examine the role of brand capital in higher education. For this purpose, the main contributions of the literature related to the study of brand capital and its application in the educational sector were analyzed, identifying which variables determine brand capital in the higher education sector. Once the susceptible brand capital in the higher education sector was established, an empirical study was realised using a valid sample of 303 responses from university lecturers. The results obtained show the repercussion of each brand capital variable in the validation of the scale of measurement, identified as: brand awareness, brand image, perceived quality and brand loyalty.

Keywords

Marketing, brand capital, higher education, measuring scale, partial least squares.

THE ROLE OF ONLINE SOCIAL NETWORKS IN ENTREPRENEURSHIP ECOSYSTEMS

Hugo de Juan Jordán

Profesor postgrado ESIC y CEO de ENCAMINA

hugo.dejuan@esic.edu

Abstract

The relationship between Online Social Networks and entrepreneurial success has been explored previously, because networks and social relationships are key in the entrepreneurial process, especially in the initial stages of business projects. Social networks act as conduits to acquire new knowledge about opportunities and technologies, help start-ups obtain access to financing and influence vision and entrepreneurial skills. On the other hand, Entrepreneurship Ecosystems typically support strong formal and informal networks that help alleviate resource deficiencies in start-ups and facilitate the exchange of tacit knowledge. In this study, we will analyse the value of collaboration and communication technology in general, and online social networks in particular, for the entrepreneur and for the entrepreneurial ecosystems of which he is a part.

Keywords

Online social networks, OSN, entrepreneurship, entrepreneurial ecosystems.

THE USE OF DIGITAL MARKETING STRATEGIES FOR THE SPANISH AUTONOMOUS COMMUNITIES' TOURIST PROMOTION

Nuria Ramos Vecino

Departamento de Economía Financiera y Contabilidad
Universidad de Extremadura
nuriaramosvecino@gmail.com

María Calzado Barbero

Departamento de Economía Financiera y Contabilidad
Universidad de Extremadura
mcalzadot@alumnos.unex.es

Antonio Fernández Portillo

Departamento de Economía Financiera y Contabilidad
Universidad de Extremadura
antoniofp@unex.es

Abstract

Modern management methods and the constant innovations in business, demand to be considered to the cities as a product. Due to this, strategies derived from marketing arise, but applied to the digital age that exists today. This is what is called digital marketing and is very useful and indispensable in the current urban management.

To verify the level of application and effectiveness of some of these digital marketing strategies at national level, a model applied to all the Spanish autonomous communities has been developed and a classification of them has been developed too from online searches at the user level.

The results show an optimal situation, highlighting Internet users and tourists, as the true pillars of digital marketing tourism promotion and with their comments and personal evaluations of the places, give them the true value that others tourists perceive.

Keywords

Digital Marketing, Autonomous Communities, Spain, Social Networks, blog.

TRAINING AND ACADEMIC SKILLS AS FACTORS OF ENTREPRENEURSHIP

Josefina Novejarque Civera
ESIC Business & Marketing School
josefina.novejarque@esic.edu

Mabel Pisá Bó
ESIC Business & Marketing School
mabel.pisa@esic.edu

José Fernando López Muñoz
ESIC Business & Marketing School
jfernando.lopez@esic.edu

Abstract

This paper examines socioeconomically forces influencing entrepreneurial activity at both regional and country level in Spain during the period 2000-2017. Using institutional data we find significant differences in new firm formation rates by regions. Such variations in firm birth rates are mainly explained by economic growth, human capital (training and academic skills) and unemployment. Moreover, human capital greatly determines the effect of research and development's investment on new firm formation rates.

Keywords

Human capital, entrepreneurship, environmental factors, regions.

USERS DEMAND TO OPTIMIZE BRAND RELATIONSHIP MARKETING STRATEGIES IN SOCIAL NETWORKS

Yolanda Miralles-Guimerá

Doctoranda en Ciencias de la Comunicación

Universidad Jaume I

yolandamiralles1@gmail.com

Carlos Fanyul Peyró

Profesor Contratado Doctor

Universidad Jaume I

fanjul@uji.es

Abstract

Relationships between brand and user are increasingly frequent in social networks. Social media have suitable characteristics to encourage dialogue and constant interaction between internet users. Based on this premise, this article has the aim of investigate what consumers are demanding in their relationships with brands and establish keys to achieve satisfactory relations in social networks. In order to know how user wants to be relations with the brands on social networks, it is realized three focus groups to homogeneous groups of persons, divided by strips of age. After the analysis, one of the main conclusions is that relation demands with brands depend on age, but users require personalized communication between brand and user.

Keywords

Social networks; relationship marketing; brand; interaction; communication.

WILL THE ROBOT REPLACE THE HUMAN? THE CASE OF COPPER INVESTMENT

Mariano Méndez-Suárez

Departments of Finance and Quantitative Methods

ESIC Business and Marketing School

mariano.mendez@esic.edu

Francisco García-Fernández

Department of Systems and Natural Resources

Universidad Politécnica de Madrid

francisco.garcia@upm.es

Fernando Gallardo

Department of Finance and Market Research

Universidad Autónoma de Madrid

fernando.gallardo@uam.es

Abstract

Global assets under the management of artificial intelligence (AI) based investment firms, or robo-advisors, currently amount to US\$975.5 B. Since 2008, robo-advisors have evolved from passive advising to active data-driven investment management, requiring AI models capable of predicting financial asset prices with enough time to switch positions. In this context, we propose an artificial neural network model specifically designed for use as an active data-driven robo-advisor due to its ability to forecast with today's copper prices on the London Metal Exchange five days ahead. To test the model, we performed a trading simulation exercise, with a 24-day window of out-of-sample data, consisting in staying long if the model predicts a rise in price or switching to a short position if the model predicts a decrease in price and comparing the results with the passive strategies, buy and hold or sell and hold. The model outperforms both strategies with an accumulated return of 29.1% compared with the best passive strategy with an accumulated return of 16.9%.

Key Words

Robo-advisor, financial innovation, fintech, commodity investment, copper investment, neural networks, artificial intelligence

PÓSTERES

Coorganiza:



ACADEMIC PLAGIARISM IN STUDENTS OF THE DEGREE OF PHARMACY

Amelia Ramón-López

Profesora contratada Doctora
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
aramon@umh.es

José Ricardo Nalda-Molina

Profesor contratado Doctor
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
jnalda@umh.es

Elsa López Pintor

Profesora contratada Doctora
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
elsa.lopez@goumh.umh.es

Montse Varea Morcillo

Profesora Titular de Departamento de Física Aplicada
Universidad Miguel Hernández
montse.varea@umh.es

Sandra Caballero Domínguez

Profesora Titular Departamento de Física Aplicada
Universidad Miguel Hernández
san.cab@umh.es

Abstract

When students need to present a paper, they go, on the one hand, to works from previous years that may have already been evaluated by the same teacher and, on the other hand, to the search for information on the internet. From the search in the internet, they also find general information on the subject; similar work of students from other national or international universities. On the one hand, easily having a large amount of information on virtually any subject is an opportunity for students to acquire the ability to select sources of information with greater or lesser scientific rigor and begin in the critical reading of information. However, students can easily copy works in whole or in part and present them as if they were original. The accomplishment of works from the point of view of the learning has for objectives that the student learns to look for information, to organize ideas, to relate concepts and, even, to work in team to coordinate and to elaborate the material. However, in a situation of plagiarism, these objectives are not achieved. In addition, the teacher is faced with the situation of wanting to know how much information has been plagiarized and how he will evaluate said work.

This paper presents the results obtained from a survey on the plagiarism of documents for the elaboration of works carried out in students of the Pharmacy Degree at the beginning of the course. On the other hand, the same students who carried out the survey presented months later, on a voluntary basis, a work related to the practices of the subject. These works were analyzed with Turnitin (www.turnitin.com) a tool of the internet plagiarism prevention service created by iParadigms, LLC.

Keywords

Academic Plagiarism, University, Turnitin

AN ACADEMIC APPROACH OF THE SOCIAL ECONOMY FROM SOCIAL EDUCATION IN THE CEUTA CAMPUS OF THE UNIVERSITY OF GRANADA

Ana Eugenia Marín Jiménez

Departamento de Métodos Cuantitativos para la Economía y la
Empresa

Universidad de Granada

anamarin@ugr.es

M^a José Aznar Unzurrunzaga

Departamento de Economía Internacional y de España

Universidad de Granada

mjaznar@ugr.es

Rodrigo Martín Rojas

Departamento de Organización de Empresas II

Universidad de Granada

rodrigomr@ugr.es

Jesús Montejo Gámez

Departamento de Didáctica de las Matemáticas

Universidad de Granada

jmontejo@ugr.es

Abstract

For the acquisition of adequate and solid professional skills, a good knowledge would be convenient and very valuable and a correct training in the field of the third sector (or social economy) in the case of certain university profiles such as the Social Education degree. In this work the results of a practical experience developed in the university context of the Campus of Ceuta of the University of Granada are collected. With the help of this work, the aim is to cover the existing gap in the field of the Social Economy. The knowledge that the students of the Degree in Social Education believe they have about the Social Economy has been studied. The students consider that they have a low knowledge about the subject and attach great importance to receive adequate training. The companies or entities of the Social Economy are not well known, despite this the students are interested in social entrepreneurship, understanding this as a business idea.

Keywords

Social Economy, Degree in Social Education, social entrepreneurship

ANALYSIS OF THE IMPACT OF INTANGIBLE ASSETS' INVESTMENT ON KNOWLEDGE-BASED COMPANIES' TURNOVER OF. THE CASE OF THE UNIVERSITY OF VALENCIA SCIENCE PARK.

Esther Villajos

Técnica economista en la Fundació Parc Científic Universitat de València
e investigadora en IDOCAL
Universitat de València
esther.villajos@uv.es

Luis Cortés

Responsable del Área Económico-Financiera
y Fiscal de la Fundació Parc Científic
Universitat de València

Fernando M. Zárraga

Gerente PCUV. Responsable de la Dirección
y Gestión de la Fundació Parc Científic
Universitat de València

Abstract:

In a globalised economic environment, the generation of competitive advantage and, more importantly, its maintenance over time, is a key factor for the consolidation and development of companies, which may even call into question their own survival. To quote Michael Porter, "the only sustainable competitive advantage is permanent innovation". In this sense, the analysis of the investment in intangible assets of companies, which base their competitiveness on knowledge, is a fundamental element to understand their capacity for innovation.

Science parks, as generators of knowledge and business activity, are an optimal ecosystem for transfer and innovation. Therefore, this research focuses on the analysis of companies located in the Science Park of the University of Valencia (PCUV: Parc Científic de la Universitat de València).

Our aim is to analyse whether certain variables related to innovation (number of patents, doctors, etc.) are related to investment in intangible assets, as well as to establish the longitudinal relationship between the intangible asset and the turnover of the companies.

To this end, using a sample of 67 organizations currently located in the PCUV, and using SPSS v.24, we calculated the average value of intangible assets according to certain variables and then, using T-tests and ANOVAs, we saw whether the differences were significant or not. Finally, we have established relationships through correlations and regressions between intangible assets and turnover.

The results show that the average value of intangible assets differs significantly if organizations have employees with a PhD, or if they have patents. Intangible asset correlates highly with organization's turnover, while the regression analysis indicates that intangible asset is a key variable for predicting organization's turnover a year later.

Keywords: innovation, intangible assets, science park, turnover

COMBINING SPOCS AND FLIP-TEACHING: TOOLS TO IMPROVE MATHEMATICAL SKILLS

Enrique Planells-Artigot

ESIC Business & Marketing School

enrique.planells@esic.edu

Adolfo Núñez-Perez

ESIC Business & Marketing School

adolfo.nunez@esic.edu

Santiago Moll-López

Universitat Politècnica de València

sanmollp@mat.upv.es

Erika Vega-Fleitas

Universitat Politècnica de València

ervefl@etsid.upv.es

Abstract

The MOOC, an innovative educational model that has emerged in the last few years, has attracted broad attention from both researchers and practitioners. On the one hand, unlike traditional face-to-face education, MOOCs have few temporal and spatial limitations: learners are able to access knowledge anytime and anywhere, so long as they have internet access (Kushik, Yevtushenko, & Evtushenko, 2016; Lopez-Alfonso, 2016). In this study, MOOCs have been adapted into SPOCs (Small Private Online Courses) to reinforce and review mathematical skills. The self-assessment tests available in the SPOCs give instant feedback to the students, so they are able to evaluate their improvements. Nevertheless, unlike in traditional learning environments, it is almost impossible for students to get direct responses to their questions during the learning process (Lister, 2014). In order to minimize this gap in communication the tool Forum plays a crucial role, allowing students to interact and share knowledge growth with their peers and with the teachers. On the other hand, flip-teaching (FT) introduces a complete change of perspective by looking for the student's active involvement in the learning process. It works by alternating the two main activities of the traditional model: lectures and homework. The key change is that lessons are conducted at home and homework in class (Lage, Platt, & Treglia, 2000). In this study, a combination of both methodologies (MOOC and FT) have been applied to boost the positive points of each methodology. Most of the learning process has been done outside of the classroom via the Internet and SPOC, but also periodic office hours have been part of the process in which to apply flipped classroom methodology. These sessions have been called face-to-face sessions.

Keywords

Flip-teaching, SPOC, collaborative work.

COMMUNICATION SKILLS: A CASE STUDY OF VIRTUAL EXCHANGE BETWEEN SPAIN AND SOUTH KOREA

Enrique Planells-Artigot
ESIC Business & Marketing School
enrique.planells@esic.edu

Santiago Moll-López
ESIC Business & Marketing School
santiago.moll@esic.edu

Abstract

Nowadays a number of transversal competencies are expected to be achieved in addition to the specific competencies of each subject. In order to facilitate this goal, new learning methodologies and technology-based activities are being applied with a basic purpose: to transform a passive learning, in which students act as passive receivers of information, into a learning based on active and constructive strategies in which the responsibility for learning is transferred to the student. Active learning can be defined as any instructional method or pedagogy that involves students in the learning process. Digital media technologies, specifically, offer various tools for collaborative learning and student-centred learning (Bozdağ, 2018: 680) Virtual exchange is defined as “the engagement of groups of learners in extended periods of online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes and under the guidance of educators and/or expert facilitators” (O’Dowd, 2018: 5). This project stems from the conception of interculturality as something “dynamic and continuously changing” (Bozdağ, 2018: 680). Thus, working with two different multicultural groups of university students located in Spain and South Korea, we assigned them the task of creating student associations for their own respective institutions and do research on the possibility of establishing a similar project in the partner institution. We believed learning competence on the use of communication channels can help students establish connections and strengthen their confidence in networking for professional purposes. Previous studies had demonstrated reluctance of students to establish new connections (Livingstone and Sefton-Green, 2016: 249-250). At the same our project was aimed at letting students increase their awareness of intercultural issues. The activity was partially student-centred, as they could choose the purpose of their association and the lecturers provided feedback and support on the feasibility of integrating it within their respective Schools.

Keywords

Virtual exchange, communication skills, collaborative work.

DIFFERENCES IN TRANSVERSAL SKILLS ACCORDING TO THE HOURS OF STUDY IN UNIVERSITY STUDENTS OF MIGUEL HERNÁNDEZ UNIVERSITY (UMH)

Noemi Vilotta

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
nvilotta@umh.es

Adrián García-Selva

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
adrian.garcias@umh.es

Beatriz Martín del Río

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
bmartin@umh.es

Ángel Solanes

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
angel.solanes@umh.es

Abstract

Introduction: Universities should encourage more the development of transversal skills (Suanes et al., 2017) to train future workers capable of inserting themselves in constantly changing work environments (Solanes et al., 2018). Our objective was to analyze if there are differences in transversal skills among UMH students based on the number of weekly hours they dedicate to the study in their career.

Method: Sample of 429 university students, average age of 21.82 years (SD = 5.52), of whom 270 were women (62%). 69.9% of students spent up to 10 hours of study per week, while the rest spent more than 10 hours per week. The adapted version of the Questionnaire for the Evaluation of Generic Skills was applied (Solanes, Nuñez & Rodríguez-Marín, 2008). Data analysis: Student's t test.

Results: The students who dedicate more than 10 hours of study per week obtained higher scores than their peers in: a) leadership and work performance ($t = -3.48$, $p = .00$; $\bar{x} = 3.73$); b) organization and planning capacity ($t = -2.22$, $p = .03$; $\bar{x} = 3.75$); c) teamwork and interpersonal relationships ($t = -3.20$, $p = .00$; $\bar{x} = 3.98$); d) concern for quality and improvement ($t = -2.91$, $p = .00$; $\bar{x} = 4.00$); e) motivation for work ($t = -2.23$, $p = .02$; $\bar{x} = 3.70$); f) responsibility at work: actions and decisions appropriate to the policies of the organization ($t = -5.76$, $p = .00$; $\bar{x} = 3.98$) and g) responsibility and fulfilment of duty ($t = 4.97$; $p = .00$; $\bar{x} = 3.64$).

Conclusions: The students who dedicate more hours of study weekly get higher scores in most of the transversal skills evaluated in this study.

Keywords

Transversal skills, study hours, higher education

DIFFERENCES IN TRANSVERSAL SKILLS BASED ON THE AVERAGE SCORE OF THE ACADEMIC RECORD IN STUDENTS OF THE FACULTY OF SOCIAL AND LEGAL SCIENCES OF THE UMH

Ángel Solanes

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
angel.solanes@umh.es

Noemi Vilotta

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
nvilotta@umh.es

Adrián García-Selva

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
adrian.garcias@umh.es

Beatriz Martín del Río

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
bmartin@umh.es

Abstract

Introduction: Skills are the capacity to respond to demands and perform tasks properly, arise from the combination of cognitive and practices abilities, knowledge, motivation, values and other social and behavioral components (OECD, 2001). In this study, differences in transversal skills are analyzed according to the average score of the academic record in a sample of university students of the Faculty of Social and Legal Sciences of the UMH.

Method: Sample of 203 students of the Faculty of Social and Legal Sciences, 136 (65.4%) were women, with average age 22.91 (SD = 6.71). 57% of the students had an average score of "Pass Mark" in the academic record, while the rest is "Notable". The used instrument was the adapted version of the Questionnaire for the Evaluation of Generic Skills (Solanes, Nuñez & Rodríguez-Marín, 2008). Data analysis: Student's t test.

Results: Students with an average score of Notable obtained significantly higher punctuations than students with a lower score in the following skills: leadership and performance at work (DM = 0.33, $t = -3.65$, $p = .00$); organizational and planning capacity (DM = 0.47, $t = -5.02$, $p = .00$); concern for quality and improvement (DM = 0.18, $t = -2.14$, $p = .03$); motivation for work (DM = 0.45, $t = -4.64$, $p = .00$); responsibility and fulfillment of duty (DM = 0.32, $t = -2.35$, $p = .02$); and ability to adapt to new situations (DM = 0.34, $t = -3.31$, $p = .00$).

Conclusions: Students who have a higher average score in their academic record show: a) higher levels of motivation and performance at work; b) more concern for quality; c) more capacity to organize work teams; d) better adaptation to new situations; and e) greater compliance with their duties.

Keywords

Transversal skills, academic record, higher education

DIFFERENCES IN TRANSVERSAL SKILLS DEPENDING ON THE REGULAR PRACTICE OF SPORT IN STUDENTS OF UMH

Adrián García-Selva

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
adrian.garcias@umh.es

Beatriz Martín del Río

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
bmartin@umh.es

Ángel Solanes

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
angel.solanes@umh.es

Noemi Vilotta

Grupo investigación Salud Ocupacional
Dpto. Ciencias del Comportamiento y Salud
Universidad Miguel Hernández
nvilotta@umh.es

Abstract

Introduction: In the last decade there is a growing need to train university students in transversal skills, given their demand in a flexible and dynamic work environment (Agustín, & Vieira, 2009; Lipari, et al., 2017). Considering previous researches (Martín, & Villagrasa, 2017; Peñalva-Vélez, et al., 2016) this study analyzes the differences in transversal skills based on the regular practice of sport in a sample of university students of UMH.

Method: Sample of 429 UMH students, of which 270 (63%) were women. Average age: 21.82 (SD = 5.52). Variables: a) Regular sport practice and b) Transversal skills. Instruments: adapted version of the Questionnaire for the Evaluation of Generic Skills (Solanes, Nuñez, & Rodríguez Marín, 2008). Data analysis: Student's T test.

Results: Students who declare practicing sports regularly obtained significantly higher scores compared to those who don't have a regular sport practice in the following skills: leadership and performance at work (DM = 0.19, $t = 3.34$, $p = .001$); organizational and planning capacity (DM = 0.13, $t = 1.97$, $p = .049$); teamwork and interpersonal relationships (DM = 0.13, $t = 2.01$, $p = .039$); concern for quality and improvement (DM = 0.11, $t = 2.13$, $p = .034$); motivation for work (DM = 0.21, $t = 3.19$, $p = .001$); ability to negotiate and solve problems (DM = 0.26, $t = 3.94$, $p = .000$); responsibility and fulfillment of duty (DM = 0.28, $t = 3.45$, $p = .001$); and ability to adapt to new situations (DM = 0.23, $t = 3.42$, $p = .001$).

Conclusions: In line with previous researches, the results of this study show that students who practice sport regularly reach higher scores in interpersonal, systemic and instrumental skills.

Keywords

Transversal skills, sport practice, higher education.

DYNAMIC LEARNING AND ACADEMIC PERFORMANCE: EXPERIENCE IN PHYSICAL SUBJECT IN PHYSIOTHERAPY DEGREE

Sandra Caballero Domínguez

Profesora Titular Departamento de Física Aplicada
Universidad Miguel Hernández
san.cab@umh.es

Montse Varea Morcillo

Profesora Titular Departamento de Física Aplicada
Universidad Miguel Hernández
montse.varea@umh.es

Elsa López Pintor

Profesora contratada Doctora
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
elsa.lopez@goumh.umh.es

José Ricardo Nalda-Molina

Profesor contratado Doctor
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
jnalda@umh.es

Amelia Ramón-López

Profesora contratada Doctora
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
aramon@umh.es

Abstract:

In Health Sciences degrees it is usual for a subject like Physics not to be well received by the students, mainly due to a lack of knowledge of this subject, which added to a scant base of mathematical knowledge, causes a demotivation among the students and as a consequence a high percentage of abandonment.

In the case of the subject of Physics of the Degree in Physiotherapy of the Miguel Hernández

University of Elche, taught during the first semester of the first course, percentages have been

reached around 45%. In order to analyse and evaluate the reasons that lead to this result, during

the 2011-12 academic year students were surveyed on the satisfaction and opinion, globally and by didactic unit, of this subject.

Considering the conclusions drawn from the surveys, an improvement plan is made that includes the incorporation of new technologies into the classroom, as a complement to the lectures, and the orientation of the practical sessions towards the application of the physical principles of the techniques and instruments used in Physiotherapy.

After the implementation of the improvement plan, and having maintained the level of difficulty in the subject, students think

the subject is useful, show greater motivation and appreciate the dynamics of the course. The surveys made to the students corroborate this. Likewise, a substantial improvement of the academic results has been observed: reaching an academic performance of 80%, a decrease of the abandonment of 30%, doubling the success rate, and increasing by 25% the students who obtain a grade equal to or greater than seven points.

Keywords: demotivation, percentage of abandonment, dynamic learning.

ELECTROMAGNETISM PRACTICES FOR UNDERGRADUATE STUDENTS IN AGRIFOOD AND ENVIRONMENTAL ENGINEERING DESIGN OF ELECTRICITY TABLES TO RAISE THE SUCCESS RATE OF STUDENTS

Juan Carlos Fernández-Zapata

University Professor in the Department of Applied Physics

Miguel Hernández University

[e-mail: jc.fernandez@umh.es](mailto:jc.fernandez@umh.es)

Inmaculada Simón-Vilella

University Professor in the Department of Applied Physics Miguel

Hernández University

F.J. Andreu-Rodríguez

Associate Professor at the Department of Engineering

Miguel Hernández University

Manuela de Reyes Lidón Menarguez

Collaborator in the Department of Applied Physics

Miguel Hernández University

Francisco García Sánchez

Head Researcher in the Department of Plant Nutrition of the Centro de

Edafología y Biología Aplicada del Segura

Centre for Edaphology and Applied Biology of the Segura

Marina Alfosea Simón

Contracted in the Plant Nutrition Department

Centro de Edafología y Biología Aplicada del Segura

Abstract:

With this premise and in view of the need to be able to offer students the electrical concepts in a clear and concise way, electricity tables have been designed with all the necessary elements so that they can carry out the circuits proposed in the theoretical classes in a real and practical way. This initiative has ended up being laborious, but the great results obtained from the experience of these years, lead us to continue working in this line. With the aim of improving, in order to offer students: i) the theoretical content in the most real and practical way possible, ii) the tools so that they are able to incorporate it into their knowledge in the easiest and most perennial way and iii) an experience that helps them to culminate their university life as prepared as possible to face that reality with which they are going to find in their future work, as well as in the acquisition of their skills.

The study population was 64 1st year students of the Degree in Agro-alimentary and Agro-environmental Engineering of the Miguel Hernández University of Elche enrolled in the academic year 2017/2018 of the subject of Physics II.

In the final evaluation of the subject, 84.62 per cent of the women who applied and 77.78 per cent of the men passed.

From the results obtained, it can be concluded that real/practical work on a small scale in a laboratory is very beneficial for students to improve their comprehension skills, development, problem solving and teamwork, as shown by the success rate of this subject in the academic year 2017/2018, once this teaching model has been implemented (79.31%).

Keywords: success rate of students, undergraduate students, development.

EVALUATION OF THE GLOBAL SATISFACTION OF THE STUDENTS OF PHARMACY OF THE UNIVERSITY MIGUEL HERNÁNDEZ DE ELCHE WITH THE TEACHING OF THE PRACTICAL SUBJECT: "STAYS".

Elsa López Pintor

Hired Professor Doctor. Pharmacy and Pharmaceutical Technology Area
Miguel Hernández University of Elche
elsa.lopez@goumh.umh.es

Montse Varea Morcillo

University Professor. Area of Applied Physics
Miguel Hernández University

Sandra Caballero Domingo

University Professor. Area of Applied Physics
Miguel Hernández University

José Ricardo Nalda Molina

Contracted Professor Doctor. Pharmacy and Pharmaceutical Technology
Area
Miguel Hernández University

Amelia Ramón López

Doctor Contracted Professor. Pharmacy and Pharmaceutical Technology
Area
Miguel Hernández University

Abstract

Pharmacy studies include a subject named "Stays", which consists of six months of practice in a pharmacy and/or hospital. This period contributes to the acquisition of skills that are difficult to reach from the traditional classroom. The aim of this work is to evaluate the overall satisfaction of the students with the teaching received.

Descriptive observational study. The population is made up of students who have taken the subject Stays in the Pharmacy Degree. An online access questionnaire has been designed, with questions on the reason for selecting the pharmacy, the degree of monitoring of the programme, the intention of recommending the pharmacy to future students and the degree of overall satisfaction with the teaching received (main variable). Seventy students took part, most of whom had completed six months of internships under the guidance of the incumbent pharmacist (N=50; 71%). The fundamental reason for choosing a pharmacy is proximity to home (30%) and services offered (18.6%). There is full agreement between the training received and the objectives of the Programme. The degree of satisfaction with the teaching of the subject was rated as "Very high" by the majority (n=43; 61.4%).

These results show a high degree of student satisfaction with the teaching received, an important indicator for the continuous improvement of the quality of one of the most important subjects of the Pharmacy Degree.

Keywords: pharmacy, satisfaction of the students, teaching, continuous improvement.

FLIPPED CLASSROOM MODEL: EXPERIENCE OF THE CLASSROOM INVERTED IN PHYSICOCHEMISTRY

Montse Varea Morcillo

Profesora Titular Departamento de Física Aplicada
Universidad Miguel Hernández
montse.varea@umh.es

Sandra Caballero Domínguez

Profesora Titular Departamento de Física Aplicada
Universidad Miguel Hernández
san.cab@umh.es

Elsa López Pintor

Profesora contratada Doctora
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
elsa.lopez@goumh.umh.es

José Ricardo Nalda-Molina

Profesor Contratado Doctor
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
jnalda@umh.es

Amelia Ramón-López

Profesora Contratada Doctora
Área Farmacia y Tecnología Farmacéutica
Universidad Miguel Hernández
aramon@umh.es

Abstract

The expression Flipped Classroom refers to the displacement of the traditional transfer of information outside the classroom through digital resources, allowing the application of active methodologies in face-to-face classes. In this work we present our experience in the delivery of the physicochemical subject using this methodology, with the aim of improving the use of face-to-face classes and learning outcomes, as a result of greater preparation, motivation and student participation. For the evaluation of the experience, questionnaires were made: initially, one on their opinion and experience with the traditional university classes and, finally, another on their degree of satisfaction and self-perception of the knowledge acquired after the new method. Comparing, in addition, the academic results obtained by this group with the group of the previous year under a traditional approach.

Regarding their university experience, it was found that in the classes the traditional model with low attendance is still applied, only 27% of the students recognized attending $\geq 75\%$ of the classes, a percentage that coincides with the students who consider their Harnessing is high. Among the possible improvements, mostly, they aimed at increasing the resolution of problems in the classroom and, the use of TIC to promote participation. After their exposure to the inverted model, 68% of the students described themselves as motivated, satisfied with the model and with a high self-perception of knowledge. However, they also acknowledged having devoted more time to this subject, having covered a greater amount of content and greater effort, so as not to have greatly increased the grade obtained. Effects corroborated with the comparison of the obtained academic results, being in both cases satisfactory for 64% of the students examined, although there was a decrease (18%) of the students who left the subject.

In conclusion, the application of the Flipped Classroom versus the traditional model does not achieve great differences, although this may be due both to the lack of practice in the implementation of the model and to the absence of initial training of the participants in the structure of the model, these aspects being limitations eludibles after this pilot experience and/or recommendations for future applications.

Keywords: Flipped Classroom, physicochemistry, learning, motivation, academic performance

FOLLOW-UP ON THE TEACHING INNOVATION PROJECT: “LEARN & TEACH THE HISTORY OF ECONOMIC AND BUSINESS – AN APPLICATION OF THE FLIPPED METHOD”

Dra. Elena González-Rodrigo

Profesora Departamento de Humanidades y Derecho
y de Economía y Finanzas
ESIC Business & Marketing School
elena.gonzalez@esic.edu

Dra. María-Julia Bordonado-Bermejo

Profesora Departamento de Humanidades y Derecho
y de Economía y Finanzas
ESIC Business & Marketing School
mariajulia.bordonado@esic.edu

Daniel del Castillo Soto

Profesor Departamento de Humanidades y Derecho
y de Economía y Finanzas
ESIC Business & Marketing School
daniel.delcastillo@esic.edu

Abstract

This poster shows the results of the study on the application of the “flipped method” in the subjects of Economic and Company History in undergraduate University studies. The project was implemented in the academic year 2017-2018. After evaluating the results obtained, an internal discussion was held with the professors involved, and the evaluation criteria and the topics to be applied were reviewed. In the same manner, the teaching experience of those teachers who obtained higher scores in the different types of classes carried out in the application of the method was shared.

During the academic year 2018-2019, the second phase of the Project (follow up) took place and the proposals for improvements from the previous year were applied, everything was re-evaluated and the improvements detected for the coming years were applied to review the proposed project, with the most relevant conclusions being:

1. The students are aware that they are becoming the protagonists of their own learning.
2. In general terms, the students are very satisfied with the results of the method.
3. The students enjoyed learning about economic and company history.

Keys Words: Flipped, Collaborative learning, Critical Thinking

IMPROVEMENT OF TEACHER-STUDENT INTERACTION IN ONLINE TEACHING

José Ricardo Nalda-Molina

Profesor contratado Doctor

Área Farmacia y Tecnología Farmacéutica

Universidad Miguel Hernández

jnalda@umh.es

Amelia Ramón-López

Profesora contratada Doctora

Área Farmacia y Tecnología Farmacéutica

Universidad Miguel Hernández

aramon@umh.es

Montse Varea Morcillo

Profesora Titular Departamento de Física Aplicada

Universidad Miguel Hernández

montse.varea@umh.es

Elsa López Pintor

Profesora contratada Doctora

Área Farmacia y Tecnología Farmacéutica

Universidad Miguel Hernández

elsa.lopez@goumh.umh.es

Sandra Caballero Domínguez

Profesora Titular Departamento de Física Aplicada

Universidad Miguel Hernández

san.cab@umh.es

Introduction and Objectives

Currently, one of the options for university teaching, especially post-graduate, is the on-line delivery of content. Generally, this rely just in hosting on-line electronic documents, mainly text documents or slides, and in some cases, audiovisual material. Teacher-student interaction occurs only through emails or through discussion forums. This type of interaction is often criticized because is non-face-to-face teaching, and the reason why face-to-face teaching continues to be perceived as higher quality.

The objective of this work is to improve the interaction between teacher and students, and to break the communication barriers teacher-student and student-student in online teaching.

Materials and Methods

The present work has been carried out in the context of the Online Master's Degree in Clinical Pharmacokinetics and Drug Individualization, hosted at the University of Miguel Hernández in Elche. A video camera JVC-4K model GY-HM170E, a video and audio mixer Roland-VR-4HD, and a wireless audio system Shure-BLX88 have been used as audiovisual material.

The software used to broadcast the content was GoToMeeting TM, as well as live YouTube. The video editing program was Camtasia 2018.

Results and Discussion

In case of needing diversity of teaching sources (computer, blackboard, role-play, etc.), it is convenient to have different audio-video entries to cover the whole class. In this case, it is useful to use the mixer, since it combines different video-audio sources immediately, without the need for software. Two ways of issuing the class were tested:

- Through an open platform, such as YouTubeTM
- Through the GoToMeeting program

Both platforms have advantages and disadvantages, taking into account the type of content, the profile of students, the teacher's needs, etc.

Keywords: improvement, interaction between Teacher-Students, communication barriers.

IMPROVING THE PRONUNCIATION OF THE ENGLISH LANGUAGE USING MEMATCH: EVALUATION OF THE EXPERIENCE IN-GAME

Clayton Carrasco

Profesor contratado del área de Lenguaje y Comunicación
Facultad de Ciencias Químicas
Universidad de Guayaquil
clayton.carrascog@ug.edu.ec

Mireia Orgilés

Profesora Titular en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
alexandra.moraless@umh.es

José P. Espada

Catedrático de Universidad en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
jpespada@umh.es

Alexandra Morales

Profesora Ayudante Doctor en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
alexandra.moraless@goumh.umh.es

Abstract

Improving the pronunciation of the English language using MeMatch: evaluation of the experience in-game The proper pronunciation of the English language is one of the main limitations of Spanish speaking students. Therefore, it is necessary to design innovative strategies that facilitate the development of this competence. In this context, MeMatch was developed as a serious game to promoting the enhancement of the pronunciation of the English language. The purpose of this work was to analyze the experience of participants who learned English using MeMatch. After participating in a 10-session course using MeMatch, 70 students from the University of Guayaquil (Ecuador) responded to the Game Experience Questionnaire-In game version using Google Forms. The best-rated areas of the game experience were Sensory and imaginative immersion ($M = 6.12$, $SD = 1.78$: range = 0-8), Positive affect ($M = 6.09$, $SD = 1.64$: range = 0-8), Competence ($M = 5.32$, $SD = 2.02$: range = 0-8), and Challenge ($M = 4.78$, $SD = 1.85$: range = 0-8). Moderate scores were obtained in Flow ($M = 3.14$, $SD = 2.32$: range = 0-8), and very low in Tension ($M = 0.98$, $SD = 1.68$: range = 0-8) and Negative affect subscales ($M = 0.80$, $SD = 1.46$: range = 0-8). Students who practiced the English pronunciation through MeMatch felt impressive and interested in the game's story (Sensory and imaginative immersion). They felt content and good (Positive affect) and successful and skillful (Competence). They also perceived that they had to put some effort into it and felt moderately challenged. Students felt only partially absorbed by the game and did not forget everything around them (Flow). The level of frustration and irritability (Tension) and tiresome and boredom (Negative affect) was very low. In conclusion, the experience during the MeMatch game reported by the participants was very positive. Future studies should explore the relationship between the in-game experience and the English learning

Keywords

MeMatch, serious games, English language, pronunciation, experience in-game.

IS IT IMPORTANT TO EDUCATE PARENTS TO IMPROVE CHILDREN'S EMOTIONAL COMPETENCES?

Cordelia Estévez Casellas
Universidad Miguel Hernández
c.estevez@umh.es

Aida Carrillo García
Universidad Miguel Hernández
aidacarrillo.g@gmail.com

Fernando Miro Llinares
Centro Crimina
f.miro@crimina.es

Elisa Huescar Fernández
Universidad Miguel Hernández
ehuescar@umh.es

Abstract

The objective of this study is to identify educational practices that favor greater emotional intelligence in schoolchildren to design psychoeducational programs for parents. To this end, 249 schoolchildren between 9 and 12 years old, 53.4% girls and 46.6% boys were interviewed. The following variables were evaluated through the instruments described.

Perceived parenting styles: Alabama Parenting Questionnaire (APQ).

Emotional Intelligence: BarOn ICE: NA Abbreviated (Bar-On, R.)

We found significant positive correlations between the dimensions of maternal involvement, paternal involvement and positive upbringing and the dimensions of emotional intelligence, interpersonal skills, adaptability in children, as well as the level of general emotional intelligence of these. On the other hand, the dimensions of poor supervision correlated negatively with the skills of interpersonal relationships, stress management, as well as the total score on emotional intelligence. These results guide us to the importance of educating parents on skills related to supervision style and the consistency of the discipline.

Keywords: emotional competences, paternal involvement, skills and relationships.

LEARNING ENGLISH THROUGH NOMON, AN INNOVATIVE METHODOLOGY: STUDENT EVALUATION OF AN EXPERIENCE IN ECUADOR

Clayton Carrasco

Profesor contratado del área de Lenguaje y Comunicación
Facultad de Ciencias Químicas
Universidad de Guayaquil
clayton.carrascog@ug.edu.ec

Mireia Orgilés

Profesora Titular en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
alexandra.moraless@umh.es

José P. Espada

Catedrático de Universidad en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
jpespada@umh.es

Alexandra Morales

Profesora Ayudante Doctor en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
alexandra.moraless@goumh.umh.es

Abstract

NOMON is an innovative methodology developed for learning the English language. Since 2017, students of the Faculty of Chemical Sciences of the University of Guayaquil, in Ecuador, have benefited from this innovative system. In spite of the excellent results obtained for the learning of the English language, it is still pending to explore the attitude of the students towards NOMON. The objective of this work was to evaluate the attitude of students who have learned English through the NOMON methodology in the 2017-18 academic year. Of the students who received classes with the NOMON methodology ($n = 90$), 71 students participated with an average age of 19.62 ($SD = 1.67$, range: 18 -24 years). The NOMON methodology included 10 face-to-face 2-hour sessions and an estimate of 20 non-contact hours. The students reported having participated in an average of 8.35 sessions ($SD = 2.83$). The students rated the NOMON methodology as very pleasant ($M = 4.31$, $SD = 0.80$, range = 0-5), very funny ($M = 4.28$, $SD = 0.94$, range = 0-5) and it allowed them to participate in a relatively easily way ($M = 3.68$, $SD = 0.90$, range = 0-5). Students considered that NOMON is a very innovative methodology to study English ($M = 4.35$, $SD = 0.86$, range = 0-5), the proposed activities were valued as challenging ($M = 4.10$, $SD = 0.83$, range = 0-5) and very exciting ($M = 4.21$, $SD = 0.82$, range = 0-5). Consequently, NOMON students highly recommend this methodology for English learners ($M = 4.42$, $SD = 0.85$, range = 0-5). The results of this preliminary study suggest that the attitude of the students towards the NOMON methodology for learning English is highly positive.

Keywords

Learning English, NOMON, innovative methodology, evaluation, Ecuador.

LEARNING BY DEBATING

Augusto Cobos Pérez

Departamento de Organización de Empresas
Universidad de Valladolid
augusto@emp.uva.es

Sofía Ramos Sánchez

Departamento de Economía Financiera y Contabilidad
Universidad de Valladolid
sramos@efc.uva.es

María Elena Fernández Alonso

Departamento de Economía Aplicada
Universidad de Valladolid
elena@emp.uva.es

M^a Ángeles Iglesias Madrigal

Departamento de Economía Aplicada
Universidad de Valladolid
marian@emp.uva.es

Abstract

The academic debate is a teaching innovation in the Spanish educational system. This work arises from the experience of its application in social science studies at University. First, we study what aspects must be emphasized by the teacher to highlight the pedagogical aspects versus the competitive ones. Second, we analyze its usefulness as a tool to assess the knowledge of students about the proposed topic, and finally, we indicate which competences students develop when they participate in this activity.

Keywords

Academic debate, teaching innovation, competences.

MUSEUM OF SCIENCE IN SOCIETY

Juan Roldán Zafra

Director de personal del MUDIC-VBS-CV
Profesor Asociado Departamento de Estadística,
Matemáticas e Informática
Universidad Miguel Hernández
juan.roldan@goumh.umh.es

María del Carmen Perea Marco

Directora gerente del MUDIC-VBS-CV
Profesora Asociada Departamento de Estadística,
Matemáticas e Informática
Universidad Miguel Hernández
perea@umh.es

Jesús Carnicer Murillo

Director Pedagógico del MUDIC-VBS-CV
Profesor Asociado Departamento de Estadística,
Matemáticas e Informática
Universidad Miguel Hernández
jcarnicer@umh.es

Abstract

In this work we present a financial education workshop for children that arises from the relationship of the museum with companies in the region, in this case with the Caja Rural Central. The proposal is developed in the MUDIC (Didactic and Interactive Sciences Museum of the Vega Baja of the Comunitat Valenciana), situated in the campus of the UMH in Orihuela.

Two strategies for the science learning have come together in this project in order to activate the ways of doing, thinking, feeling and communicating science in society. Visits to science museums and STEAM are learning strategies with interdisciplinary vocation in which the aim is to combine the knowledge of subjects such as plastic arts, science, physics, chemistry, mathematics and technology. In addition, both are a social and political objective to generate more scientific and technological vocations, break the gender bias in this area and form a citizenship more capable of using science and technology to interpret the world. The museum wants to count for its programming and development with the companies of each municipality and not only with the school and municipal community, we want a museum that is increasingly open and close to society in general, and to young people, in particular.

Companies have a lot to say in this objective: detecting needs and proposing activities and topics of interest for their business activity, getting the region to become a benchmark in this field, which is known for its attention to the approach of scientific knowledge and technological with the intention of getting professionals ready for the demand of the working market.

Keywords

Financial education, science museum, STEAM learning strategies.

PEERS ASSESSMENT IN THE LEARNING OF QUANTITATIVE TECHNIQUES

Ana Eugenia Marín Jiménez

Departamento de Métodos Cuantitativos para la Economía y la Empresa

Universidad de Granada

anamarin@ugr.es

Jesús Montejo Gámez

Departamento de Didáctica de las Matemáticas

Universidad de Granada

jmontejo@ugr.es

Rodrigo Martín Rojas

Departamento de Organización de Empresas II

Universidad de Granada

rodrigomr@ugr.es

M^a José Aznar Unzurrunzaga

Departamento de Economía Internacional y de España

Universidad de Granada

mjazar@ugr.es

Abstract

The subjects that mean a learning of quantitative techniques usually cause rejection and lack of motivation among the students of the branch of Economic and Business Sciences. This work proposes that the peers assessment can help to understand and deal with these matters better. In particular, we study if the grade awarded by the students can be considered the same as that granted by the teacher, if students consider this a good method to evaluate and if the initial prejudice on the subject is maintained or changed at the end of the course. To answer these questions, students of Quantitative Techniques I of the Degree in Business Administration and Management of the University of Granada were proposed to evaluate the control of another partner, for this purpose, no specific indication is provided, only the total score of each section and the correction of the exercises on the blackboard by the teacher. The teacher re-evaluated the controls without taking into account the grade assigned by the students. Through the T test it has been proven that these two scores can not be considered different. At the end of the course a questionnaire was passed to the students, analyzing the data obtained, it can be said that the resolution of the exercises immediately after finishing the control helps the students to detect their errors more easily and correct them, besides that evaluating a partner helps them to understand more easily how a problem is solved. Peers assessment is thought by students as a suitable technique to evaluate. 83.33% of the students have improved their opinion about the subject, 41.66% liked it and considers it interesting and entertaining.

Keywords

Peers assessment, quantitative techniques.

PROMOTION OF ENTREPRENEURSHIP SKILLS OF UNIVERSITY STUDENTS USING TWO TRAINING APPROACHES

Javier Burbano

Pontificia Universidad Católica del Ecuador (sede Esmeraldas) (PUCESE).
Facultad de Ciencias Administrativas y Contables, Escuela de
Administración de Empresas.
javier.burbano@pucese.edu.ec

M^a Ángeles Fernández-Zamudio

Instituto Valenciano de Investigaciones Agrarias. GVA. Centro para el
Desarrollo de la Agricultura Sostenible
fernandez_marzam@gva.es

Amparo Melián-Navarro

Dpto. de Economía Agroambiental, Ing. Cartográfica y Expresión Gráfica
en la Ingeniería
Universidad Miguel Hernández
amparo.melian@umh.es

Abstract

In general, university graduates are an indispensable human capital to help the development of the countries. Some years ago, the academic plans focused exclusively on training in the most technical aspects of the professional profile, but currently, numerous transversal skills are being worked on. Entrepreneurship is one of the competences that is being promoted the most. The objective of this paper is to present the results of a training session of a group of university students from Ecuador, which was aimed at motivating them to assume a more proactive role in the labour market, and to promote the creation of new companies.

The university students came from three business schools attached to the PUCESE. Its socio-economic environment still has large margins for improvement, since productive structures are missing and modernizing existing ones. The analysis of the entrepreneurial attitude was carried out with a tool developed by the United Nations, the EMPRETEC Program. A series of activities was planned, focused on training workshops that included the development of the business idea, essential aspects of business management, and other bureaucratic requirements that are necessary to start the activity. Two groups of 35 students belonging to the three schools were created and two types of methodological approaches were applied. The "traditional group", attended different master classes and barely intervened, the central tool was the business plan. The "agile group" did participate directly in the development of the activities, which were dynamic and with a marked creative focus, the business model canvas, product prototyping, etc. were applied. The main conclusion is that all the attitudes measured improve jointly after the training. There are also aspects such as self-confidence and independence, persistence, or the demand for efficiency and quality, which came out more reinforced among those who participated in the agile group.

Keywords

Entrepreneurship, entrepreneurial attitudes, training, agile methodologies, Ecuador

PSYCHOMETRIC PROPERTIES OF THE SOCIAL- PRESENCE MODULE OF THE GAME EXPERIENCE QUESTIONNAIRE IN ECUADOR

Alexandra Morales

Profesora Ayudante Doctor en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
alexandra.moraless@goumh.umh.es

Mireia Orgilés

Profesora Titular en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
alexandra.moraless@umh.es

José P. Espada

Catedrático de Universidad en el área Personalidad,
Evaluación y Tratamiento Psicológico
Departamento de Psicología de la Salud
Universidad Miguel Hernández
jpespada@umh.es

Clayton Carrasco

Profesor contratado del área de Lenguaje y Comunicación
Facultad de Ciencias Químicas
Universidad de Guayaquil
clayton.carrascog@ug.edu.ec

Abstract

Social interaction with other partners is one of the aspects that is not usually noticeable in the evaluation of serious games in the educational context. The Social-Presence Module of the Game Experience Questionnaire assesses the psychological and behavioral involvement of the students with others during the game; however, no Spanish version is available so far. The purpose of the current study was to validate the Spanish version of the Game Experience Questionnaire (GEQ) Social Presence Module. We confirmed the factor structure of this scale and its internal consistency in a sample of University students from Ecuador. Participants were 71 students aged 18-24 years ($M = 19.62$; $SD = 1.67$; 68% were females). All of them attended English class sessions using serious games and gamification. The software R Studio was used to perform the confirmatory factor analyses and the Cronbach Alpha was calculated using SPSS. The results show high internal consistency ($\alpha = .86$) and an adequate fit of the data to the model ($CFI = .92$; $TLI = .93$; $RMSEA = .09$, 90% CI .06, .10). The study confirms the original three-factor structure of GEQ Social Presence Module: “Psychological involvement- Empathy” (6 items; $\alpha = .88$), “Psychological involvement- Negative feelings” (5 items; $\alpha = .57$), and “Behavioral involvement” (6 items; $\alpha = .78$). This study provides preliminary evidence of the reliability and construct validity of the Spanish version of the GEQ Social Presence Module for assessing psychological and behavioral involvement of the player with in-game characters and/or others involved in the game.

Keywords

Psychometric properties, Social interaction, Game Experience Questionnaire, Students, Ecuador.

SELF-PERCEPTION OF THE CAPACITY FOR ORGANIZATION AND PLANNING AND ITS RELATIONSHIP WITH ACADEMIC RESULTS IN STUDENTS OF MAGISTERIUM.

Fernando Martín Herráez

Universidad Católica Santa Teresa de Jesús de Ávila

fernando.martin@ucavila.es

Teresa de Jesús González Barbero

Universidad Católica Santa Teresa de Jesús de Ávila

Abstract

With the implementation of the university model of the European Higher Education Area, the new degrees have seen their structure modified by adopting the competency model. We take as a reference the definition of competence as a "combination of knowledge, skills and attitudes appropriate to the context. The key competences are those that everyone needs for their personal fulfilment and development, as well as for active citizenship, social inclusion and employment" (European Commission, 2007). Of all the possible competencies that should be developed by students of Teaching, we wanted to study the "capacity for organization and planning", because we understand that it is of vital importance in a university profile and more specifically in the blended learning mode. Specifically, we want to analyze the self-perception that students have of this competence and put it in relation to academic results.

Keywords: capacity for organization, competencies, employment, self-perception.

SEMANTICAL ANALYSIS OF ENTREPRENEURSHIP IN THE SPANISH ECONOMIC PRESS AND ITS RELATIONSHIP WITH INNOVATION AND EDUCATION

Desamparados Cervantes-Zacarés
ESIC Business & Marketing School
desamparados.cervantes@esic.edu

Myriam Martí-Sanchez
ESIC Business & Marketing School
myriam.marti@esic.edu

María Teresa Ballestar
ESIC Business & Marketing School
mariateresa.ballestar@esic.edu

Arturo Ortigosa-Blanch
ESIC Business & Marketing School
arturo.ortigosa@esic.edu

Abstract

The difficulties for young students to find their first job are increasing government awareness on promoting the so-called "entrepreneurial spirit" on the population in general, and particularly among students. It is in this context that the concept of "entrepreneurship education and innovation" within the area of education appears. Entrepreneurship education is not just about teaching how to run a business, but it delves into the stimulation of creative thinking, innovation, risk-taking, the ability to plan and manage projects to achieve specific objectives or the promotion of a strong sense of self-esteem

This study analyzes how the specialized digital press addresses entrepreneurship and its relationship with education and innovation. The analysis was carried out in a linguistic corpus composed of contents related to entrepreneurship and extracted from the digital edition of the three most important Spanish economic newspapers for the period between years 2010 and 2017.

The combined analysis of the lemmas "entrepreneurship", "education" and "innovation" shows how the Spanish economic press approaches the issue from a double perspective: a more economic one focused on "technology", "science", "professional" or "internationalization" and another in which the lemmas are framed in perspective related to creativity through attributes such as "idea", "youth", "boost" or "prize".

Keywords

Entrepreneurship, innovation, education, media.

STRATEGIC LOGIC FOR ACHIEVING SOCIAL INNOVATION

Dr. J-P. Büchler

Professor Department of Business Management
University of Applied Sciences and Arts Dortmund

Jennifer Decker

Center for Sustainability Management
University Lüneburg

Dominic Spicher

Department of Business Management
University of Applied Sciences and Arts Dortmund
dominic.spicher002@stud.fh-dortmund.de

Abstract

The attention for the area of social innovation is constantly increasing due to many different factors. In addition to companies creating technical innovations (followed by social innovations successively), there are organizations that are per se interested in social change and see their entrepreneurial mission in the implementation of social innovation and change. With this business mission, they strive for social impact on the macro- and meso levels of the society, which can only be reached in an adaptation process of innovation-perception, takeover decision (imitation), and implementation, which is accompanied by social diffusion and participation. Today's methods and frameworks are often limited suitable for the implementation of social innovation, since the underlying strategic logic is primarily aimed at the commercial success. On the basis of the previously made statements regarding objectives, impact, measurement and strategic logic, four central requirements for resources and capabilities of social enterprises for successful implementation of social innovations can be derived. Although these requirements correspond to the strategic logic of the VRIO evaluation system of building and strengthening resources and capabilities with specific characteristics, they differ in the fact, that they reverse the direction of the criteria, which means rarity becomes availability, non-imitability becomes replicability, and organizational specificity becomes integrality.

Keywords

Social innovation, strategic logic

Patrocinadores



Organiza

