

Abstracts

Andrea Barrientos Soto, Gracia González-Gijón, Andrés Soriano Díaz, *Alternative education and second chance schools: global and latin american perspectives on its history and outlook*

Alternative Education has become a tool for inclusion for young people with particular needs not normally addressed in homogeneous schools. This article presents a theoretical review of its history, its typology and the organizational schemes used as it correlates to the regular school system. We review the impact of Alternative Education's Second Chance Schools on student performance and retention based on the experience in Latin America, Europe and the US.

Keywords: alternative education, disadvantaged youth, early school leaving, history of education, second chance schools.

José Luis Aparicio-Herguedas, Jairo Rodríguez-Medina, Antonio Fraile-Aranda, *Las competencias del profesorado de educación física. Un estudio del modelo formativo*

The training of competences requires the application of reliable instruments that allow to check their development during teacher training. The present study tries to evaluate the metric characteristics of a measurement instrument applied in the training of transversal and teacher competences of physical education teachers, and to check if its internal structure conforms to the theoretical models reviewed in the literature. 1104 university students (59.78% men and 40.22% women) from 20 Spanish higher education centers participate. An exploratory factor analysis is carried out from a questionnaire on the Perception of Physical Education Teaching Competencies. The results

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showed a teacher training model that integrates the development of transversal and teaching competences around three factors. The pedagogical advantages of the formative model are discussed in line with the revised theoretical models, its suitability for the competence development of students and future teachers, and their professional development.

Keywords: exploratory factor analysis, teaching competences, physical education, competences assessment, teacher training.

Estela Gutiérrez-Barba Blanca, Alejandro Emanuelle Menéndez, *Empirical evidence on English subskills approval, between sexes and face to face/online tests in a not anglophone higher education institution*

Since 2017, The National Polytechnic Institute (IPN) in México started requiring proof of competence of A1 English abilities in cases of specialties, two B1 abilities in cases of master's degrees, and three abilities in cases of doctorate programs as part of its graduate admission process.(it means competence in any of the language abilities). This vagueness motivated this investigation; it is based on the results of the English institutional exam from 2016-2019. We studied data using Pearson correlation, ANOVA, and Main Components Analysis. We found a higher average score for listening comprehension and lower performance on writing; reading comprehension explains 56.08% of the overall language dominance. Even we found some novel differences for speaking and writing among genders, we did not find conclusive differences among online tests – face to face tests. The speaking and the writing show the highest correlation. We outlined some suggestions for English admission requirements.

Keywords: graduate admission, English for academic purpose, higher education institutions policies, nonnative speakers.

Wenjun Lin, Haiyu Song, Gonçalo Almeida, António Godinh, *Latent trait analysis for teacher career development and capacity improvement in higher education institutions*

This study shows the influence of human resource management practices on the academic and non-academic staff and its impact on the higher education institution's goals. A questionnaire based on the Cranet survey was used to gather data from 240 employees (academic and non-academic staff) from a public higher education institution. A phi-k correlation algorithm was used to verify the underlying correlation coefficients, statistical significance, and outliers within multiple data types. This algorithm allows a more personal-

ized, understandable approach to reveal the human resource management practices that significantly impact the teacher career development and capacity improvement. In addition, the use of background variables to identify the groups of respondents allows the algorithm to discern the multidimensional data for a more personalized human resource management approach. Human resource management practices involving training development and staff were correlated to the institution's goals. The phi-k correlation proved to be a suitable tool to shape structural models and latent trait analysis between multiple data types, which can overcome the drawbacks of Pearson and Cramer correlations when processing non-linear data. The presented research contributes to the literature by using the phi-k algorithm to process multiple data types. The proposed study with the phi-k algorithm is the first time applied to higher education institutions.

Keywords: human resource management practices, multiple data type, Phi-k algorithm, correlation coefficients, higher education institutions.

Valeria Damiani, *Giving voice to vulnerable adults: the LIDA project for the social inclusion of migrants and refugees*

Social inclusion represents one of the main objectives of the policies at the European and global levels.

This article presents the results of the first Intellectual Output (IO) of the LIDA project (Learning Inclusion in a Digital Age). LIDA is financed under the Erasmus+ program and focused on the promotion of social integration and active citizenship of migrants and refugees through digital technologies and digital storytelling. The IO allowed gathering insights on the Italian context for social inclusion from the point of view of relevant stakeholders working at the local and political levels. The concluding paragraph briefly traces the implications of this part of the IO for the subsequent phases of the project.

Keywords: migrants, refugees, European Union, social inclusion, digital technologies.

Federica Caccioppola, *Searching for Global citizenship education. The Australian Curriculum from the perspective of a systematic analysis*

In Australia, the government policy on multiculturalism has intensified recently, over the past decade. This policy carried with it an expansion of cross-curricular initiatives to support global understanding and to prepare young students to actively participate in a democratic society. However, Global citizenship education (GCE) even now occupies a relatively marginal

place in numerous school curricula, confused with an international understanding, or a vague sense of global connectivity and belonging. This paper presents a curriculum evaluation model to analyse how GCE is embedded into the current Australian Curriculum (AC), version 8.4, Year 8. The methodology illustrates three phases in exploring the AC: identify key terms in the text, categorize them into four groups, and discover new patterns. The analysis provides a new method to examine the key characteristics of the different curricula that promote (or claim to promote) GCE.

Keywords: global citizenship, global citizenship education, Australian curriculum, year 8, curriculum analysis.