



Zona Próxima

ISSN: 1657-2416

jmizzuno@uninorte.edu.co

Universidad del Norte

Colombia

Colpas, Emma; Mizuno, Jorge

Editorial

Zona Próxima, núm. 24, enero-junio, 2016

Universidad del Norte

Barranquilla, Colombia

Available in: <http://www.redalyc.org/articulo.oa?id=85346806001>

- How to cite
- Complete issue
- More information about this article
- Journal's homepage in redalyc.org

redalyc.org

Scientific Information System

Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal

Non-profit academic project, developed under the open access initiative

According to the World University Ranking report, Latin American university education is behind when comparing to institution from other regions of the world. No Latin American universities appear within the one hundred top institution in the ranking. The best situated Latin American institutions are Univesidad Católica de Chile and Pontificia Universidad Católica de Sao Paulo, Brazil. Having into account exclusively the Latin America context, among the best fifty universities, Brazil is the leader, followed by Chile and Mexico. Only four Colombian institutions appear among these fifty universities.

The criteria used by the World University Ranking to classify universities are: 36% learning environment, assessed by the institution teaching status and programs of Doctorate; 34% in amount and reputation of publications; 20% influence of research, assessed by the number of citations; 7.5% international recognizing; and 2.5% knowledge transference to productive sector. As it can be noted, professors' intellectual production weighs a lot when institutions are evaluated. This is one of the most relevant weakness of Latin American higher education institutions, especially because there is not a real Latin American researchers community within which research and papers can be shared.

In this sense, Zona Próxima has attempted (and probably it has achieved it) to become a space in which researchers of our region can publish the studies of our universities education environment. In that space, that researcher community will be built in search of excellence and quality of Latin American and Caribbean education.

Thus, in this issue we find works from Mexico, Argentina, España y Colombia, as follows:

Botello shows the results of a research (Effect of bullying on the Reading Performance in Colombia) which aimed at estimating the incidence of bullying among fourth grade Colombian students and its influence on students' reading performance. Pretelt's paper, "Cultural identity in bilingual schools," shows the results of her research whose objective was to determine if the teaching of a foreign language compromises mainstream cultural identity. Tabor ,

Muñoz, Gómez and Alemán de la Garza describe the situation of teachers of Indigenous Education from the Jalisco State (Mexico) and factors which make difficult the training process, and propose a strategy involving ICT in their paper "Use of the educational platform Moodle in the training processes for teachers of Indigenous Education in the State of Jalisco, Mexico." Díaz Posada and Rodríguez Burgos share the results of their documental research about "Inclusive education and functional diversity: Knowing realities, transforming paradigms and providing elements for practice."

In his literature review about school violence (The violence in high schools from three perspectives of analysis. Towards a literature review), Di Napoli, manages the topic from three perspectives of analysis: the criminology approach, the bullying perspective, and the social educational approach.

"Indigenous policies and Spanish teaching" by Carrillo Camargo is a reflection on the situation of Colombian bilingual education (Spanish-indigenous languages), based on a research carried out in Guajira, in an institution of indigenous education. Martinez Lirola's article, "Towards an effective solution of conflicts in University classrooms: examples through the cooperative debate", is a reflection based on a research carried out in a university from Spain, which is an example of how positive is an education including social competences.

"Vital routes in students' drop-out. Re-thinking the construction of life projects in university education in the Institucion Educativa de Envigado" by Roncancio Gonzalez is a reflection on the university students' drop-out, and Flores Guerrero's article (The importance and impact of Reading, writing and critical thinking in higher education) is a reflection on reading, writing and critical thinking at tertiary educational level.

**Emma Colpas
Jorge Mizuno**