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The works must be unpublished and refer to topics of education, crowdsourcing, operation of academics corps, regional development, fiscal, architecture, networks and other topics related to Social Sciences.

Presentation of the Content

In volume seven issue thirteen as the first article we present, *Sports education an element of academic development*, by MORALES-BENÍTEZ, Brenda Ivonne, MORALES-HERNÁNDEZ, Ramiro and ALCARAZ-GONZÁLEZ, Ramsés Josafath, with secondment in the Universidad Autónoma de Guerrero, as a second article we present, *Collaborative work and reflective practice to improve teacher's performance*, by PEÑA-GALEANA, Ricardo, PEÑA-GALEANA, Norma Ivone and LÓPEZ-SILVA, Saúl, with an appointment at the Universidad Autónoma de Guerrero, as a third article we present, *Tourism and regional development as an expression of the globalization. Case.- Mexico-Cuba*, by CAMELO-AVEDOY, José Octavio, RODRÍGUEZ-HERNÁNDEZ, Eusebio and RODRÍGUEZ ALVAREZ, Nely, with secondment at the Universidad Autónoma de Nayarit, as fourth article we present, *Prediction of suicidal ideation in young people from the analysis of texts in social networks written in Mexican spanish: a review of the state of the art*, by AGUILERA-GONZÁLEZ, Gabriel, PADILLA-NAVARRO, Christian, ZARATE-TREJO, Carlos and KHALAF, Georges, with secondment at the Universidad Politécnica de Juventino Rosas, University of Ottawa.

Content

Article
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Sports education an element of academic development

La educación deportiva un elemento de desarrollo académico

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Abstract

Sport is regularly seen as one of the forms of activation of the body that provide motor skills and contribute to healthy health, however it is important to appreciate it from the point of view of knowledge, so its contribution in aspects of academic competencies in students was analyzed upper middle level. In the first part, the history of sport was discussed, as well as the contributions of authors about educational sport and the learning generated. Subsequently, a comparison was made in young upper-middle-level students divided into two groups: the experiential group (they practice and perform exercise, sport and physical activity) and the control group (individuals who are totally sedentary), in order to observe performance. in school performance, class participation, decision making as well as knowing how influential or manipulable their peers can be to analyze and solve problems, in the study a questionnaire was applied to both groups using the Likert scale to know these results. The information obtained shows the positive influence that sport has on the development of educational capacities in students.

Educational sport, Academic performance, Cognitive process, Students

Resumen

El deporte regularmente es visto como una de las formas de activación del cuerpo que aportan motricidad y coadyuvan a tener una sana salud, sin embargo, es importante apreciarlo desde la óptica del conocimiento, por lo que se analizó su contribución en aspectos de competencias académicas en estudiantes de nivel medio superior. En la primera parte se abordó la historia del deporte, así como las contribuciones de autores en referencia al deporte educativo y los aprendizajes generados. posteriormente se efectúo un comparativo en jóvenes estudiantes de nivel medio superior divididos en dos grupos: el grupo experimental (practican y realizan ejercicio, deporte y actividad física) y el grupo control (individuos que son totalmente sedentarios), con la finalidad de observar el desempeño en el rendimiento escolar, la participación en clases, la toma de decisiones así como también conocer lo influenciable o manipulables que pueden ser por sus compañeros para analizar y resolver problemas, en el estudio se aplicó un cuestionario a los dos grupos utilizando la escala de Likert para conocer estos resultados. La información obtenida muestra la influencia positiva que tiene el deporte en el desarrollo de capacidades educativas en los estudiantes.

Deporte educativo, Rendimiento académico, Proceso cognitivo, Estudiantes

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Introduction

Since ancient times sport has been part of the education and culture of men, where history accounts for it, grouping them into five significant stages: the Cultural or non-agonal game practiced in the prehistoric period, during the protohistory part of the antiquity and until the beginning of the Olympic Games (776 BC), Agonistic Game carried out from the Olympic Games and its term was with the beginning of the Amateur sport when the Olympic Games of the modern era was established (776 BC - 1896), Media Sports where the media are involved, that is, they were the first to be broadcast on television (German Olympic Games 1936), and the last stage was Professional Sports at the 1932 Barcelona Olympic Games where the “Dream Team ”(Hernández and Recoder 2015).

Due to the importance and efficiency of physical activity and sport, it is incorporated into school spaces from the basic levels as one of the activities and / or subjects that the student must take; because working at an early age allows the development of motor, cognitive and affective skills; according to Blázquez (1995), educational sport is fundamental in harmonious development and in the strengthening of values; which has two important senses, the first one where the physical practices that are developed within educational institutions are circumscribed and the second one the activities practiced at school age not established in school but, its execution must be subject to an educational and formative orientation even when it is developed outside the school institution. Authors such as Ruíz and Cabrera (2004), agree that physical exercise leads to improvements in educational processes, as well as in the development of social and individual values.

There are various studies that show that practicing a sport favors cognitive and personality processes in individuals, compared to those who are sedentary, and those who perform physical activity have better levels of health, better attitudes, discipline, enthusiasm and better academic performance against those who do not perform any physical activity (Linder 2002; Ramírez, Vinaccia & Suárez, 2004).

The sport educational element of the individual

Educational sport has its origins in England in the 19th century, where only male children of the upper class of society had access to clubs and schools to educate themselves (Mandell, 1986; Hernández Moreno, 1995; Barbero González, 1993; Bordieu , 1993; Sampedro, 1996), the evolutionary development of games and hobbies taught in these institutions begins what we recognize as sport. Elias N. (1992), mentions that the root of sport is generated by the link between the development of the power structure in eighteenth-century England and the way in which entertainment and social games that were incorporated were progressing. to the characteristics of what we see today as a sport.

The transcendence of sports education should be seen with a comprehensive perspective and not only as technical and physical learning as traditionally observed, so it must also be perceived from the point of view of the improvement in the transformation processes that the individual acquires when practicing it, as it is, greater participation, decision making and defending their ideas against social problems (less influenceable), in addition to improving cognitive processes.

Feu (2000), affirms that in order for sport to contribute to the formation and education of the individual, it must assume a series of characteristics, among which are promoting personal autonomy, allowing reflection, making decisions, promoting communication, expression and creativity, among others. This is how sport should be appreciated as a generator of cognitive learning opportunities, values, attitudes and social actions.

So one of the challenges of education is to raise awareness and involve individuals so that they can actively participate in the decisions of their environment and for this it is necessary to have strategies that help them strengthen and promote their confidence in the development of different areas and spaces, Valencia (2008 p.1) indicates that:

> “The new trends in Higher Education require a renewing educational practice to contribute to the integral formation of the graduate, thus harmonizing the formation of knowledge, habits, skills, and the construction of a life project based on values such as solidarity, social justice and human improvement”

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As the students advance in their educational formative stage, the brain develops functions that are manifested in the cognitive capacities, among which is the regulation of behavior, carrying out multi - task activities, among several others; Physical activity is part of the behaviors that will positively affect knowledge abilities and skills, according to studies, physical inactivity in children, sedentary lifestyle and poor performance in physical fitness are associated with lower academic performance (Castelli, Hillman, Buck, & Erwin, 2007; Chomitz *et al*., 2009).

Therefore, sport contributes to facilitating the various learning obstacles concerning other areas by developing intellectual abilities and capacities such as observation, understanding, analysis, reflection, perception, cooperation, socialization, participation, values, among others.

Physical and Sports Activity in Cognitive Processes

Animal studies have shown that physical activity (aerobic exercise) causes less neuronal degeneration, stimulating the molecular and cellular components of the brain (Neeper, Pinilla, Choi & Cotman, 1996), part of the benefits obtained from performing it on a daily basis. , is that existing neurons are not lost as one ages (Larsen et al., 2000; Van Praag el al., 1999), because physical activity cooperates with the activation of brain areas in order to prevent diseases neurodegenerative, that over the years the intellectual capacities can be lost, so that exercising allows them to continue being maintained, since exercise positively affects the properties of the central nervous system to increase the capacity of the brain and counteract degenerative changes, there are studies that indicate that people with a higher cultural index, with a greater orientation to use their ability d intellectual, have a lower probability of senile dementia (Stern et al., 1999).

A study carried out at the University of Illinois in 1999 showed that a group of volunteers who for 60 years led a sedentary life, after a routine consisting of a fast and continuous walk of 45 minutes three times a week, managed to improve their mental abilities. which are often lost with maturity, which indicates that exercise is linked to cognitive processes and abilities in humans.

Noting that there is a relationship between physical activity and the improvement of cognitive processes that have their origin in the brain and therefore academic performance in schools is positively affected, some authors mention that school performance is the product of the student expressed in school grades (Tilano, Henao & Restrepo 2009), is also defined as the productivity of the individual, the final product of the application of their effort in activities, skills, attitudes and perceptions (León, 2008; Muela Martínez, García León, Augusto & Lopez Zafra, 2010).

Scholars such as Brisswalter, Collardeu, Rene (2002), Lambourne & Tomporowski, McMorris, Sproule, turner & Hale (2010), Tomporowski, Lambourne & Okumura (2011), have shown that people who do physical exercise at moderate intensity have a higher learning ability in cognitive areas such as selective attention, short-term memory and analysis, which indicates that the development and regular practice of physical exercise directly influences academic performance.

Results

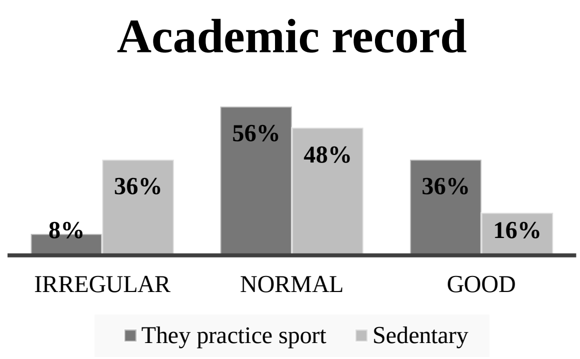
The research carried out was carried out in an educational institution of upper middle level, which consists of a comparative analysis of young people who practice physical activity, exercise or sport and young people who lead sedentary lives; therefore, two groups were divided into the experiential group, which are those students who practice exercise, sport and physical activity but are also members of the school's sports groups and a second group called the control group made up of students who are totally sedentary.

A questionnaire was applied to them using the Likert scale and their grades were also accessed with the consent of the young people to verify the variable called academic performance.

- Academic performance.

For the present investigation we will understand as academic performance the evaluation of the knowledge, capacities, abilities, aptitudes and competences acquired in the school environment of the upper middle level, which are reflected in the student's grades.

From the sample taken we obtain that young people who do sports have a better academic performance with 92%, than those who are sedentary with 64%. Graphic 1.



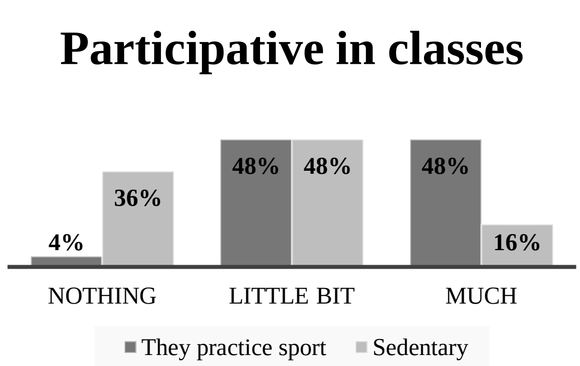
Graphic 1
Source: own source

So also, in graphic 1, it is perceived that of every ten young people who carry out a physical activity and sport only one is irregular, while those who do not have the culture of sport the number increases to four irregular students.

- Participation.

Participation motivates to expose ideas and concerns, thereby achieving changes and developments in personal and social aspects in the community where individuals operate, which makes it an important factor of change in local spaces and in life of the population. According to the authors Werthein and Argumedo (1984), this element must be developed and assumed in order to change processes and transform realities to contribute to improving conditions and raising the quality of life of citizens.

Based on the above, we sought to observe the impact that sport has on the participation aspect, which is observed in graphic 2.



Graphic 2
Source: own source

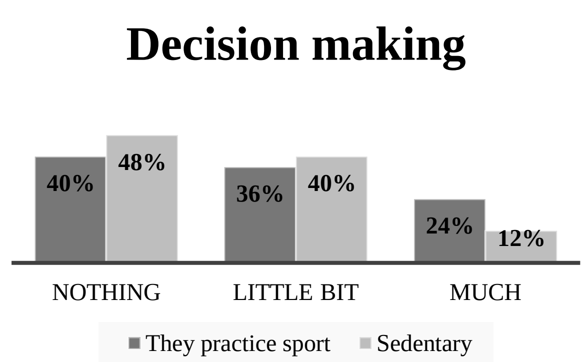
According to the results obtained, there is a greater participation in class of students who do a sport with 96%, while those who are sedentary only 64% of them participate, indicating that the sport influences significantly and positively by having a Greater confidence in expressing your opinions and concerns.

Contributing to participation fosters cooperation in decision-making, greater commitment to being factors of development, and gives the opportunity to expand knowledge and improve skills. (Robirosa, Cardarelli & Lapalma, 1990), for which sport contributes to improving this element in students and responding to educational stimuli, expressing and formulating what has been learned in their training process.

- Decision making.

Graphic 3 exemplifies the development of the two sample groups (those who practice sports and sedentary), appreciating that despite having very similar figures, there is a difference of 8% in favor of those who perform physical activity but nevertheless not it is so representative.

From the analysis generated, it is found that of every ten students who exercise, only six identify and carry out the analysis of the possible alternatives and consequences of each one, assess them and compare their results and, based on this, issue a decision, while for those who do not do a sport are only five students who build it.

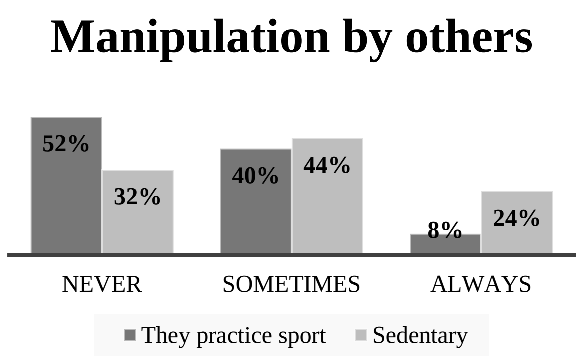


Graphic 3
Source: own source

- Handling.

Manipulation is an element that intervenes in the social interaction of the human being, which is inserted in the process of education of the individual, linking manipulative processes to shape behaviors (Yamamoto, 1995). In this research it is perceived as the exchange of ideas, ways of thinking and analyzing the problems of the environment between the same colleagues

In the following graphic it is distinguished that the students who practice sport are less manipulable by their peers when defending ideas, ways of thinking and analyzing the situations in the environment in which they operate and the realities of their region.



Graphic 4
Source: own source

For those who practice sport out of ten people, five of them are influenced, however, of these only four do it sporadically, that is, only one of them is continuously manipulable, however for sedentary students out of ten , seven are the ones that allow themselves to be influenced where only four do so occasionally, while three are always manipulable, which indicates that the more sedentary there is a greater probability of being manipulable.

Conclusion

It is perceived that there is a positive influence of sport on the cognitive processes of the student in academic performance, in this sense it is distinguished that through sport not only motor aspects are improved as traditionally seen, but also contributes to the development and improvement of cognitive areas such as participation and decision making.

Sport can be a generating instrument that contributes to the acquisition of social skills in individuals by strengthening confidence and thereby ensuring the defense of their ideas and points of view to solve problems that have to do with their local spaces, which allows have a greater social commitment to their environment.

The perception of the study determines that sports discipline can favor the specific development of cognitive functions in students.

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Collaborative work and reflective practice to improve teacher's performance

Trabajo colaborativo y práctica reflexiva para la mejora del desempeño docente

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Abstract

In search of improving the teaching-learning process in higher education, a Teacher's Performance Assessment Model was designed by answering six questions (What for? Who? When? How? Expected problems? Expected outcome?). This model emphasizes collaborative work and reflective practice among teachers, students and managers, and applies performance indexes that are generated using information provided by the management staff and students' opinion collected by a web system built for it. Finally, management staff and teachers use these indexes to design general and individual strategies to improve teachers' performance. The proposed Assessment Model is described here, including the assessment process, its advantages and problems, and results obtained during its application in a University in Sothern Mexico.

Teacher's performance assessment, Reflective practice, Collaborative work

Resumen

En busca de mejorar el proceso de enseñanza-aprendizaje en la educación superior, se diseñó un Modelo de Evaluación del Desempeño Docente respondiendo seis preguntas (¿Para qué? ¿Para quién? ¿Cuándo? ¿Cómo? ¿Problemas esperados? ¿Resultado esperado?). Este modelo enfatiza el trabajo colaborativo y la práctica reflexiva entre maestros, estudiantes y directivos, y aplica índices de desempeño que se generan utilizando la información provista por el personal administrativo y la opinión de los estudiantes recopilada mediante un sistema web creado para ello. Finalmente, el personal administrativo y los maestros usan estos índices para diseñar estrategias generales e individuales para mejorar el desempeño de los docentes. El modelo de evaluación propuesto se describe aquí, incluido el proceso de evaluación, sus ventajas y problemas, y los resultados obtenidos durante su aplicación en una universidad en el sur de México.

Evaluación del desempeño docente, Práctica reflexiva, Trabajo colaborativo

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Introduction

Conceptualizing the teaching-learning process as a living system, leads to the conclusions that: a) characteristics and behaviour of the specific elements in the system (and their interactions) affects its outcomes; and b) that its elements and interactions will present variations over time (Bertalanffy, 1969; Van Gigch, 1990; Wilson, 1995).

The internal structure of this system thus conceptualized includes: a) Physical and organizational infrastructure available for the teaching-learning process in each school, b) Actors involved (students, teachers and managers), and c) Interaction between each of these elements. Having information regarding these three factors will facilitate the design of strategies that ensure the continuous improvement of the process and the academic quality of its students.

In this regard, a University in Southern Mexico developed different methods and tools for collecting and processing information, used this information to generate indexes (such as students per teacher ratios, students per group ratios, average grade per cohort, dropout percentages, and so on) and used these indexes to design general improvement strategies, applied at institutional level.

Additionally, this University created a Program (for practical purposes, hereinafter referred as "Monitoring Program" or MP) through which professors monitor and evaluate the individual performance of several students assigned to them, and define personalized strategies to improve each student’s performance.

However, individual performance of each professor in the classroom was not assessed, and student’s opinion regarding to said performance was unknown, so that personalized strategies to improve teachers’ performance were not generated or applied.

Based on the foregoing, a group of professors at this University decided to develop a Teacher's Performance Assessment Model, in order to facilitate the design and application of flexible strategies, both general and individualized, to improve teachers’ performance and create a positive impact in the teaching-learning process at the University

Methods

Using Peter Checkland´s Soft Systems approach (1999), teacher´s performance was defined as a problematic situation where participation of actors in problems definition, tools construction and solutions design and application are a necessity; and where any improvement proposal must have a flexible character, adaptable to specific persons involved, academic periods and organizations.

Under the late idea, this project emphasized the teacher-student relationship and included the participation of the three actors involved in the teaching-learning process (teachers, students and managers). A mixture of several approaches was also applied: the analysis of teacher behavior in the classroom (Sondang, Perlindungan & Bonik, 2018; Sztejnberg, Brok & Jurek, 2004), the application of reflective practice (Loughran, 2002; Mathew, 2017; Sunday, 2013), and collaborative work as a way to carry out actions (Barker, 2017, Thompson, 2016).

With this base, the project was developed in four stages, as follow.

Framework Definition

Several meetings were held in order to sensitize participants and create a framework to organize activities.

It was decided that administrators and a group of the same teachers will be in charge of conducting the activities, and it was agreed that all participants would collaborate in defining variables and tools to assess teacher performance.

Rather than categorizing a teacher based on a numerical indicator and use this information to hire, fire or grant a bonus, the aim was placed in the collective effort to develop and use a performance index for improving teacher's skills and thus for improving the teaching-learning process (Benton & Young, 2018; Valdés, 2009).

The main concern of those involved was related to the level of confidentiality of the resulting information. In this regard, it was agreed that institutional averages for each variable evaluated would be treated as public information. Conversely, individual results could only be seen by administrators and specific teachers. It was also agreed that all students would be able to express their opinion regarding their teachers’ performance, but this would be done anonymously.

Modelling and Tool Design

Teachers and managers worked together to define which variables would be taken in account related to teachers performance assessment.

After a literature review, factors influencing teachers' performance assessment, tools used to generate and process information, and problems faced when applying a teacher's performance assessment process, were identified and classified (Campbell, 2014; Casanova, 2017; Del Rincón & Del Rincón, 2000; López, García, Batte & Cobas, 2015; Valdés, 2004).

This information was used to define relevant variables for the project, and to draw a conceptual map answering the following questions (Cárdenas, 2014; OCED, 2011):

- What for? (Aim).
- Who? (Subject providing information and/or assessing teachers' performance).
- When? (Time frame).
- How? (Methods and tools).
- Expected problems? (What problems may appear).
- Expected outcome? (What products are expected).

As participation in the Monitoring Program (MP) was considered important when assessing a teacher's performance, it was decided that number of tutored students and delivering of work plans and reports for the Monitoring Program would be held in account along with work attendance and academic meetings attendance.

Different questionnaires were analyzed to identify questions that allowed to know students' opinion regarding their teachers' performance (Barrado, Gallego & Valero, 1999; Escalera, Reíllo Torrado & Peña, 2012; Gómez, 2008; Univ Veracruzana, 2004; Univ Iberoamericana, 2010; SEP, 2011).

Using this information, a questionnaire was designed including twenty-one questions with multiple-choice answers, and one open answered question so students could give their opinion freely.

These questions were classified as follows:

- Nine questions regarding teacher's attitude, including: Attendance and punctuality, delivery of course plans and grades, knowledge of course topics, interest shown towards students, and promotion of trust and respect.
- Nine questions regarding teaching techniques and methods, including: teaching without losing the point of view; content consistent with the general theme of the learning unit; classes made interesting and with clear topics; encouraging of reasoning, self-study, and the ability to pose and solve problems; content expanded when necessary; and feedback delivery.
- Three questions regarding the tools used to reinforce and evaluate learning, including level of difficulty of examples, tasks, exercises and exams, and its contribution to learning.

A value between one and four was assigned to each answering option (except for one question, which had a maximum value of three) and, under the criterion "more is better", it was used to calculate the average value as the main performance indicator.

The group of teachers in charge of the process were assigned the task of design and create a Web Software to collect and process such data. This tool complied with the following requirements:

- To be available online for managers, professors and students of the same school, with access through a personal computer (PC) or a mobile device (laptop, or smart phone).
- To contain an editable questionnaire with open and closed answers.
- To calculate the average value corresponding to each question, individually for each course assessed and globally for all courses of the same school and period.
- To present average values on screen, and to allow the downloading of this information.
- Students would be the only ones who could answer the questionnaire. None of the actors would have access to the questionnaire once it was resolved.

- A teacher could see and download average values corresponding to his/her assessed courses (individual values), as well as school's average values (global values). A teacher could not see or download average values corresponding to another teacher.

- Management staff could see and download individual and global average values.

- Management staff would be in charge of editing the questionnaire, creating courses (with specific learning units, teachers, and students), and opening and closing the Web System access.

Royce's Cascade Model (1970) was used as software development model, because it was considered to provide the ideal framework for this system. Krasner and Pope's View–Controller Model (1988) was used to define the system's architecture. Free, standardized, and open source coding tools were used as well, including: PHP, HTML5, CSS3, Bootstrap, JavaScript, JQuery, AJAX, MySQL, NOTEPAD ++.

Once the Beta version of the Web System was built, a pilot test was carried out on 66 students, organized in two courses taught by two different teachers. After the test, participating professors and students were asked about questions suitability and system functionality, and improvements were made to both the questionnaire and the Web System.

Collecting and Processing Data

The Web System was used in September 2019 to assess teachers' performance during the February-July 2019 semester.

Afterwards, average values of each question were calculated for all professors as a whole, in order to know the teaching performance assessment for the School. These values (named global average) were classified by deciles, and were analyzed in order to identify general (global) strengths and weaknesses.

A table and a summary graph were constructed including, for each question: global average, expected value (defined as the ideal value, which reflects the better performance) maximum and minimum global values. This information was sent to both professors and Faculty managers by e-mail.

Average values associated to each course taught by each professor (individual average), were compared with the global average and with the expected value. In addition, minimum and maximum values per question and per teacher were calculated. With this data, individual performance graphs were constructed and sent to each professor by email.

Compliance percentages related to classes' attendance and periodic academic meetings attendance were calculated for both items and later classified by quartiles.

Number of tutored students was classified by quartiles and compliance with delivery of work plans and reports was classified as: I) Does not participates, II) Participates and does not deliver work's plan and reports, III) Participates and only delivers work's plan, and IV) Participates and delivers work plans and reports.

I n all cases, based on the opinion of professors and managers, a value ranging from zero to one (under the criterion of more is better) was assigned to each quartile. A greater weight (0.6) was assigned to students' opinion, rather than to managers' official information (0.4), because students were considered to have a more relevant role in the teaching-learning process.

This information was used to create a teacher's performance global indicator as follows:

$$\sum_1^n (c * p) \tag{1}$$

Where:

n = number of factors analyzed
c = quartile in which the factor is located
p = weight assigned to the factor

Improvement Strategies Design

Resulting information was sent to teachers and managers in order to provide a basis for critical reflection and individual and collective improvement strategies design, but always maintaining individual confidentiality in order to provide information for reflection without fearing that the information will be used against them and without creating a negative competitive environment among teachers (Schaak, L. & Walker, J., 2004)

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Once the above was completed, a series of meetings were held where managers and teachers worked together on the identification of collective strengths and weaknesses, as well as on the definition of general strategies for improving teacher performance.

Likewise, individualized teacher-managerial meetings were held, in order to reflect on individual strengths and weaknesses, and define strategies to improve teacher performance in a specific way.

Results

Teacher Performance Assessment was defined as a collaborative process of obtaining and analyzing data concerning the deployment of an specific teacher's skills and abilities (including pedagogical, emotional and labor responsibility aspects), with the objective of providing information to help improve his/her teaching performance.

A conceptual map was constructed (Figure 1) and was used to answer the six defined questions related to teachers' performance assessment, as follows:

- What for? To improve teacher's performance.

- Who? Students, managers and the same teacher.

- When? Each semester, after the courses' end.

- How? Collecting students' opinion through a questionnaire, using information provided by managers, building custom indexes, and applying reflective practice.

- Expected problems? Attitude problems (actors' hostility or indifference).

- Expected outcome? Performance indicators, strengths and weaknesses identification, and individual and global improvement strategies.

Throughout September 2019, an assessment of 13 teachers' performance was made (corresponding to 47 different courses taught in the February-July 2019 semester), and the following results were obtained:

- 196 enrolled students had access to the web system, but only 151 of them (77%) participated by answering the questionnaire. When investigating the cause, it was found that 45 students had graduated or dropped out of their studies.

- 621 of 739 expected questionnaires were collected, which led to an 84% average response in each course.

- 10 of 13 professors (77%) used the Web System in October 2019, to download their assessments results. When investigating the cause, it was found that three professors considered that downloading this data was unnecessary, because later they would receive by e-mail a graphic showing their average results.

To solve the problem of the low percentage of students' response, it was determined that the assessments should take place on the last day of the semester. In addition, as the information sent to professors was the same as the one available in the system, it was decided to take no action regarding the professors' low use of the system.

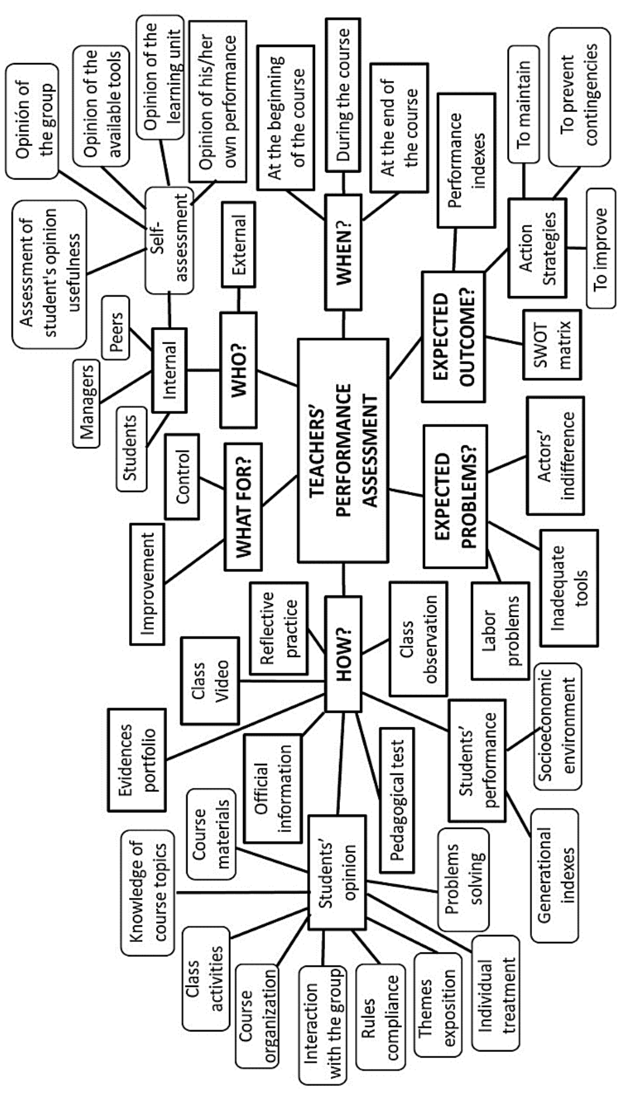

Figure 1 Variables related to teachers' performance assessment
Source: Authors

For all professors, the average value was calculated considering all questions and all courses taught, and a summary graph was constructed including, for each question: global average, expected value (defined as the ideal value, which reflects the better performance) maximum and minimum global values.

About it, 18 of 21 questions (86%) obtained an average value that places them in the top two deciles, which was interpreted as a favourable students' assessment of teachers' performance.

Questions "The teacher usually arrives in the classroom at the appointed time" and "The teacher finishes his class at the appointed time" were, on average, the best assessed. The foregoing was interpreted as positive evidence of professor time compliance in the classroom.

Question "The teacher expands theme contents when required" had the greatest deviation from the expected value, and question "The topics reviewed in class corresponded entirely to the subject", the minimum. The conclusion was that the main problem perceived by students is that professors adhere to course themes and do not always broaden the topics when needed.

Question "The teacher always grades and returns exams, assignments and projects" obtained the second lowest average value within the overall assessment. This was interpreted as the existence of a possible lack of feedback in relation to the student's academic performance.

For each professor, the average value per question was calculated considering all courses taught. Based on this information, an individual graph was made for each professor.

- Four professors were placed in the upper quartile; three of them had the highest values in 18 of 21 questions (85.7%).

- One professor was placed in the lower quartile and obtained the lowest values in 16 of 21 questions (76.2%).

These results were considered important, since observing these teachers' performance more closely will help to understand why students consider them to have the best or worst performance, and thus, to later decide which behavior should be copied or avoided.

Related to class attendance and participation in internal academic meetings, only one professor achieved 100% of class attendance during the semester under study. Overall, 38.5% of professors registered the highest attendance percentages. These professors were placed in the upper quartile, while 15.4% of professors, were placed in the lowest quartile. These results validate students' opinion in question "The teacher missed class during the semester".

In order to identify and solve academic problems, seven meetings were held during the semester. Five professors (38.5%), attended all meetings and were placed in the upper quartile. One professor was placed in the lowest quartile and another one did not attend any meetings, so it was assessed with a cero value.

Question one results ("The interest of the teacher for students' learning") and the above, helped to outline a trend in teachers' behavior, and was interpreted as a possible attitude problem for two professors that should be cause for reflection and discussion.

Ten out of 13 teachers (76.9%) participated in the Monitoring Program (MP) by tutoring students and delivering work plans and reports in a timely manner. This percentage of participation was considered as a positive result, since teachers who did not participate were not full-time professors, therefore, were not contractually obliged to do so.

An unbalanced distribution in the number of tutored students per teacher was observed. Two professors (among the best assessed by students' opinion) accumulated the largest number of tutored students (28.1%), while professors while another two professors (among the worst) accumulated the lowest amount (14.8%).

A positive relationship between number of tutored students and students' assessment could be inferred from these results; however, one of the best assessed professors, by students' opinion, had fewer tutored students than one of the worst professor, which contradicts the above. Based on the late, two conclusions were made:

- If we assume that the emotional connection developed between students and professors working together in MP is a factor that affects students' opinion, based on the late it can be inferred that this emotional connection was not always achieved, and was not a decisive factor for students' opinion.

- As each professor decides the number of tutored students, then it may be inferred that professors with more tutored students are more committed than teachers with fewer tutored students.

Finally, a global performance index was calculated based on the previous results. Values ranged from 0.35 to 1.00 were obtained, with a mean value of 0.775. This information was delivered to Faculty managers and was shared with all professors in a personalized way.

Two professors obtained the maximum performance index value (1.0), and another two obtained a performance index value above 0.97. Based on these results, their collaboration was requested to work along the management staff in improvement proposal design, for the entire school. For professors who obtained the lowest assessment, it was determined that, in addition to participating in general improvement activities, they had to choose between working along with Managers and/or another professor to design individualized improvement activities.

Discussion

A controversial aspect of the proposed model is students' participation in teachers' performance assessment. Authors such as Hornstein (2017) and Bunge (2018) argue that students are not able to assess a teacher, also that this action generates a negative relationship between teachers and students, it negatively affects students, and it creates dissatisfaction among teachers.

Braga, Paccagnella and Pellizari (2011), even, cite Krautmann and Sander (1999) to argue that, because students are more interested in obtaining the highest grade with the least possible effort, they generally "punish" with low values when a teacher makes them work more, which translate in a popularity assessment rather than an effectiveness one.

Moreover, since these assessments are often used to determine if a teacher is fired or remains in the institution, the result is that students end up taking classes with teachers who are not the best option.

Despite the foregoing, it is undeniable that assessing teachers' performance without recognizing the validity of students' opinions (those who are directly affected by that performance), produces an incomplete view of the teachers and their performance, and it limits the benefits of teachers' performance assessment.

Therefore, students' opinion should be taken into account, but it should not be the only indicator of teacher performance nor should it be used as a basis for the hiring / firing of teachers.

Moreover, opinion polls should not push students to make judgments about teachers as "poor" or "bad", but should sensitize students on the fact that they can help to identify skills or behaviors that could be considered positive and important for the proper development of the teaching-learning process in the institution.

Another aspect that raises controversy is the use of average values as a measure of teaching performance (Hornstein, 2017; Luskova & Hudakova, 2013).

In this regard, it is true that the use of average values is exposed to biases caused, for example, by the way in which students respond to a questionnaire, and can even lead to interpretations such as that a teacher's performance is "bad" because it is "below average".

In these cases, the use of other statistical measures, such as mode or standard deviation, and even more complex indicators, might seem statistically more reliable. However, a teacher's level of effectiveness within the teaching-learning process relays not only on his/her level of knowledge of course topics, teaching tools and techniques, but also on his/her physical and mental state, the generational characteristics of students, and the socioeconomic environment at the time the assessment is performed (Darling-Hammond, 2010).

Therefore, it may be more convenient to use an easy to calculate and understand value that provides an indication of the teacher's strengths and weaknesses without making judgements.

In addition to the above, the proposed model emphasizes the use of reflective practice, collaboration and participation, which can be a reason for discussion because it presupposes that actors are interested in the teaching-learning process improvement, and that this interest is expressed as a critical and purposeful attitude throughout the teachers' performance assessment process. Furthermore, the above has been discredited by studies where teachers themselves question their ability to perform a self-critical reflection on their teaching practice (Contreras, 2020).

Also, many institutions have an organizational culture that either uses performance indicators as instruments of repression or derision, or has inadequate feedback on the assessment results, which creates distrust among the actors. In both cases, the result is a negative environment that leads to competition rather than collaboration among peers, and limits the teaching-learning process improvement (Benton & Young, 2018; Jamshidian 2019).

To overcome such problems, it is essential to carry out a sensitization work prior to the start of the assessment process, where the emphasis on dialogue and understanding of the characteristics of collaborative work and its benefits, as well as transparency throughout the process, would be the framework that fosters actors' participation. Likewise, the individualized and confidential handling of the information would provide the teacher with greater freedom to plan and execute personal improvement strategies.

Conclusions

The main contribution of this project was the use of collaborative work of professors, students and managers as a base to assess teachers' performance in order to improve the teaching-learning process.

Another contribution of this project was the identification of factors that influence teachers' performance assessment, based on which it is possible that each school adapts the model according to its characteristics and the expected results.

Related to the proposed model, its strengths are (Cueva, 2020):

- The use of a tailored technological tool that makes the collection of students' opinion more flexible.
- The simple processing of information.
- The designing of general as well as individual improvement strategies.
- The fact that the teachers under assessment were in charge of the entire process, which not only provided a better environment for collaboration and joint reflection among them, but it also is not common in this type of practices.

It is worth mentioning that, although it is considered that good results have been obtained with the proposed model application so far, in order to improve the teaching-learning process it is necessary to incorporate students' self-assessment related to their academic performance, and teachers and students' assessment related to the effectiveness of the Monitoring Program.

In addition, it is necessary to improve the technological tool in such a way that the automation of the process is facilitated, without losing its flexible character.

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Tourism and regional development as an expression of the globalization. Case.- Mexico-Cuba

Turismo y desarrollo regional como expresión de la globalización. Caso.- México-Cuba

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Abstract

Tourism has been considered, in recent years, as a strategy for creating tourist regions, to meet local and international demand; Tourism activity has been considered an ideal one to incorporate national regions into global market dynamics. Starting with tourism, countries seek to incorporate the benefits of global currency mobility. In turn, incorporate the resident population of the region into employment or underemployment, as a government policy. This research focuses on the detection of the most iconic regional points of the Mexican and Cuban republic, based on their development of tourist activity, and their links, as a central element of economic dynamics. The foregoing, framed from globalization as a factor of integration of tourist regions. Cross-sectional study, with an explanatory scope; The objective is to expose the most relevant tourist regions of the two countries, as well as their economic dynamics in the region. The document that is exposed is a second installment of a larger investigation that is in the process of being concluded.

Tourism, Regional development, Enclave regions, Globalization

Resumen

El turismo se ha considerado, en los últimos años, como estrategia de conformaciones de regiones con dicha orientación productiva para atender la demanda local, pero también internacional; se ha considerado la actividad turística, idónea, para incorporar regiones nacionales a dinámicas del mercado global. A partir del turismo, los países buscan incorporarse a los beneficios de la movilidad global de las divisas. A su vez, incorporar al empleo o sub empleo a la población residente de la región, como una política de corte gubernamental. La presente investigación se centra en la detección de los puntos regionales más icónicos de la república mexicana y cubana, a partir de su desenvolvimiento de la actividad turística, y sus eslabonamientos, como elemento central de dinámica económica. Lo anterior, enmarcado desde la globalización como factor de integración de las regiones turísticas. Estudio de corte transversal, de alcance explicativo; el objetivo es exponer las regiones turísticas más relevantes de los dos países, así como su dinámica económica en la región. El documento que se expone es una segunda entrega de una investigación de mayor envergadura y que se encuentra en proceso de conclusión.

Turismo, Desarrollo regional, Regiones enclaves, Globalización

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Introduction

The economies of the countries, in the current economic logic, is to seek an increase in production, that is, in any of the three sectors; but, sometimes the economies seek to encourage the participation of a particular branch or economic activity, as a strategy to generate regional development processes through a point and enclave activities that radiate productive dynamism to the region in question.

Tourism has been considered, by various countries, as an economic space which can be translated into taking advantage of the potential that it has, whether of a natural nature or culture, and derived from it a diversity of tourism typologies, to name a few : sun and beach, historical, gastronomic, ethnographic, among others. In this way, it turns particular regions into enclave points where tourist activity permeates socio-economic dynamism.

This document aims to highlight, according to the research, the most relevant tourist enclaves of two countries that have turned tourism as a source of regional socio-economic dynamism, such as the Mexican and Cuban republics. The detection of the main tourist regions exposed is based on the positioning criteria of the regional destination and its contribution to economic dynamics.

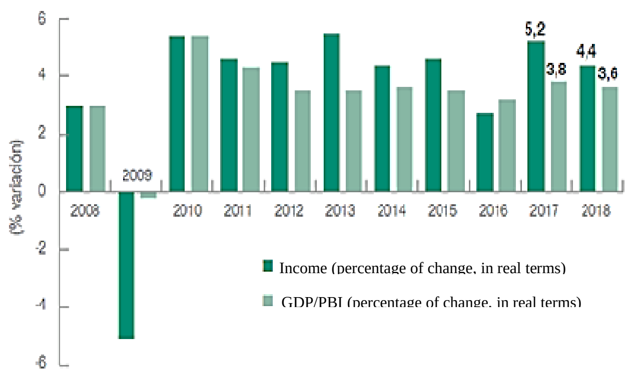
The document is made up of a first section entitled: contextual framework, which explains the changing conditions that the global economic context in which the research began (prior to the COVID-19 pandemic) and how tourism experiences some situations in the current pandemic; the second item refers to the theoretical framework, where the exposition of the concepts and categories handled is presented;

The third chapter has been titled -the key tourist regions of Mexico- where an exposition of those regions that have been considered the most outstanding is made; the next item is titled -the key tourist regions of Cuba-, which revolves around what is considered the main tourist regions of Cuba; finally, some brief conclusions are presented.

Contextual framework

Tourism has been the source of various studies during the post-war period to the present day, and even some countries or regions have turned to strengthening their infrastructure and destinations to be positioned in the local and international market, Mexico was no exception, and Cuba, after its revolution and established the new economic and government order of the new republic, spent a few years making tourism a source of income and positioning its destinations in the international market. But there are even destinations that the total of their economic dynamics is related to tourism, it is enough to turn to observe the Canary Islands.

In 2019, global mobility related to tourism increased, according to the World Tourism Organization (UNWTO) (2019) tourism amounted to 1.4 billion international tourists in the world, 5% more than in 2018 The same UNWTO indicates that there was a mobility of dollars, for tourist activities, in the world of 1.7 billion, which represents an increase of 4% compared to the previous year.



Graphic 1 World tourism income and world GDP (% variation)
Source: UNWTO (2019), with data from: UNWTO-UNWTO and the International Monetary Fund

Seen from a recent historical perspective, it is observed that tourism activity has a significant foreign currency collection in the world, in particular by the different world tourist regions. However, at the beginning of the year 2020, a virus, known as COVID-19, has been presented, which has unleashed a pandemic and has had immeasurable consequences in the tourism sector, and many more, which has caused tourism activity to be strongly affected. reverse.

When starting the preparation of this research, the global economic dynamics will proceed normally, with some signs of economic conflict in different regions, to name a few: the U.S.- China tariff war, Brexit in Europe, the conflict with the 5G Network.

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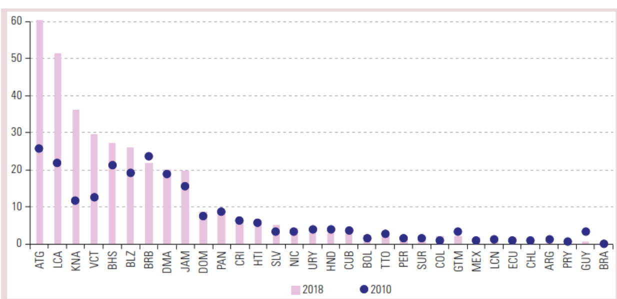
But the tourist activity seemed to advance smoothly; However, at the beginning of the year 2020, the SARS-CoV-2 virus appears, which has turned the world economy around, with too strong an impact on tourist activity. It is in this historical framework that this research remains between the past and the present of COVID-19.

According to data from the Economic Commission for Latin America and the Caribbean (ECLAC) (2020), the socio-economic impacts of the pandemic will be pressing, but in particular as regards tourism, it states that "Tourism It has been one of the sectors most immediately affected by COVID-19 in the region. The effects have been particularly intense in the Caribbean, where, for several economies, tourism receipts represented more than 20% of GDP in 2018" (s / p).



Graphic 2 Percentage of the share of tourism revenues in GDP, 2010 and 2018
Source: ECLAC (2020)

According to the economic scenarios handled by ECLAC itself (2020), as the magnitude of the impact is still uncertain, it exposes some considering the fall in tourism activity and its impact on GDP. Obviously, he leaves the rest of the variables in Ceteris paribus, "In a scenario with a 10% drop in tourism, in 2020, GDP would decrease by 0.8, 0.3 and 0.1 percent in the Caribbean, Mexico and Central America, and South America, respectively. In a more negative scenario where tourism revenue decreased 30%, in 2020, the drop for these subregions would be 2.5, 0.8 and 0.3 percentage points, respectively. The repercussions on employment, household income and government income would be greater in the Caribbean, where this sector employs about 2.4 million people and represents 15.5% of GDP "(s / p)

Given the magnitude of the impact of the COVID-19 pandemic, it would be worth bearing in mind that the research being provided would undergo a change in the present and future, it will be a matter of beginning to publish the data in this regard.

Theoretical framework

Much has been written about globalization, as an abstract social space, development of the economy and circulation of goods and capital; In this aspect, there are different dimensions of participation in globalization, as a recipient of goods and capital, and as an exporter of goods; the most finished products, with the greatest value chain, or those that are limited to the primary exporter; but globalization, then, in its greatest characterization, occurs in the order of mobility of goods and capital, but not in the mobility of the labor force; Globalization takes its most concrete form in the form of commercial treaties, as stated in Vidal (2016), in these treaties, which have an implication of legal agreement, the rules are established under which the transaction of goods is formed, and eventually of the workforce. Investment capitals are those that are freest to participate in global investments, since according to Robinson (2013) it is internationalized, regardless of its country of origin and regardless of the destination country, but the possibility of their mobility and obtaining the benefit.

But this global dynamic has its specific expression in the regional. When speaking of Regional Development, implicit remains, from this focus of the present investigation, to the economic activity that can be promoted and / or linked by carrying out a process of regional economic integration;

> “the origin of regional development as theory and methodology comes strictly from the economic field. Although its conceptual base is empiricist and with a strong neoclassical burden, from the 1940s onwards, social problems were understood as a result of economic conditions, and with it, regional inequalities are addressed not only from an economic perspective, rather, they acquire a social-historical-anthropological approach […] the region cannot be conceived in itself. That is, the features, whether of homogeneity or heterogeneity, of a region where infinity of vertical and horizontal relationships are linked are identifiable only if there is an opposite that has different features, or the same features, but quantitatively different from the region with the one that compares” (Villa, 2003, p. 11).

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Thus, reference is made to production, regardless of the sector or branch of economic activity. In any case, production presupposes, by definition, a process of appropriation / transformation of nature, whether in the form of a tangible and transportable satisfactor, to the place of consumption; Or, be it in the form of intangible and non-transportable, with the buyer having to consume the product in the region itself, such as tourism.

The region is thus shaped by a process of valorization of production,

> "It is a valuation space in that it expresses the concrete (empirical) forms of capitalist production and reproduction and with it the form that capital accumulation takes. The region seen in this way implies movement, that is, the historical process of the valuation space [...] Capitalist production is transformation of the natural environment and at the same time it is the mechanism of appropriation of this natural environment by capital [.. .] Talking about the valuation space also means talking about the presence of value systems in the ethical, moral and cultural sense, which will be accompanied by the presence and characteristics of capital accumulation in a given space." (González y Villa, 2003, p. 92)

It is the region, as a space for valorization, where the social relations of production in particular, of the region are created, establishes historical processes, and therefore the modification of these social relations of production,

> "The region seen as the consequence of an economic-historical-social conformation, means that the culture, norms, values, among other aspects of identifying a region, can be considered, from the political economy, that its origin is considered as a cause of the gestated process to establish the general conditions of capital accumulation of said region, of the extraction of resources from the territory, of a process of social production" (Camelo, 2014, p. 31)

It is, then, the region, with dynamic characteristics; therefore, the socio-economic region determines itself in the historical process.

> "The evolution and construction of economic contexts are of a historical nature, it allows establishing a process of re-construction of the general conditions of capital accumulation under which a certain economic context was established, that is, it is the material analysis of history what this evolution shows. But before this, it should not be extracted, but on the contrary, complement, that the economy, and especially if the history is analyzed, is dialectical in nature, it is not linear under the one-to-one idea, it allows us to search for the multiple contradictions , in its dynamic expression, that configure a certain historical context that results in the emergence of a set of elements that allow the object of study and analysis to be explained" (Camelo y Rodríguez, 2018, p. 16)

All the composition of relations in the production process, of satisfactors, generate the integration and conformation of the region, regardless of the economic orientation that it was; in turn, said valorization of production also establishes the conformation of the regional identity.

The region, being of diverse orientation, depending on the objective of the research or application of the program or policy in question, exists the tourist region, the one in which its social relations of production are oriented to make tourism its productive orientation. Thus, there is a vast literature that refers to the conceptualization and definition of tourism, but none of these integrates the needs that society currently requires.

In this section, different conceptualizations by various authors and some international tourism organizations are analyzed, with the purpose of reaching a conclusion that is clearer and more precise.

Before describing tourism, first, it is necessary to know its etymological roots. According to De la Torre (1997) the word tourism is derived from the roots tour and turn that come from the Latin, either from the noun tornus ("lathe") or from the verb tornare ("to turn", in vulgar Latin), whose connotation would be synonymous with "circular trip".

A good part of the content of the following definitions are expressed by authors such as: Schullern, Glückmann, Morgenroth, Bormann, Stradner and Troisi among others, who were part of the "Berlin school" in the period from 1911 to 1939, that is, before of the first and second world war.

The first author to define tourism from an economic perspective was Hermann von Schullern zu Schrattehofen (1911 in Muñoz, 1992). Tourism is the set of all those processes, especially economic ones, that set arrivals, stays and departures in motion. of tourists to and from a specific community, region or state and that are directly related to them "(p. 19). For Glucksmann (1930, in Muñoz, 1992), an expiration of the space made by individuals who access a locality in which they do not have their residence "(p. 29). According to Morgenroth, (1929, in Fuentes, 2016) tourism is an activity that takes the traffic of people who leave their habitual place of residence to another place and there satisfy needs of various kinds. (p. 107) Borman, (1930, in Cortés & Muñoz, 2016) defines tourism as “The set of trips whose object is pleasure or commercial, professional or other similar reasons and during the which the absence of the resi habitual dencia is temporary ”(p. 9). At the same time, Stradner (1920, in Fuentes, 2016), tourism is a graph of luxury travelers, that is, of those who leave their habitual residence and go elsewhere without any economic purpose, but to increase their "Status" and satisfy luxury needs (p. 107). The Swiss Hunziker and Krapf, (1942, in Viloria, 2012). Likewise, the founders of the humanistic school defined tourism "a set of relationships and phenomena produced by the displacement and temporary stay of people outside their habitual place of residence, without being motivated by profit" (p. 26). Magliulo, (2015 in Troisi, 1942) It is conceived as a heterogeneous set of acts of demand and consumption carried out by outsiders in a place of reference, such set gives rise (or is answered) by an equally heterogeneous set of goods and services produced in said place. (P. 34). Professor De Arrillaga, (1955, in De la Torre, 1997) tourism is all temporary displacement, determined by causes other than profit; the set of goods, services and organization that these movements determine and make possible in each nation, and the relationships and events that take place between them and the travelers (Page 15).

For the Montecarlo International Tourism Academy in its International Tourist Dictionary (1970 in De la Torre, 1997) "term that refers to pleasure travel and the needs of the tourist" (Pag. 15). In a more recent era, the World Tourism Organization (1994 in Sancho, 1997), “tourism comprises the activities that people carry out during their trips and stays in places other than their usual environment, for a consecutive period of time less than one year, for leisure, business and other purposes ”(p. 11).

Mathieson and Wall (1982 in Sancho, 1997) used a definition very similar to the previous one, although with some modifications: “Tourism is the temporary movement of people, for periods of less than a year, to destinations outside the place of residence and work, the activities undertaken during the stay and the facilities created to satisfy the needs of tourists ”(p. 46). For Acerenza (1986), he refers to a universally accepted definition, given by Hunziker and Krapf in 1942, noting “tourism is the set of relationships and phenomena produced by the displacement and permanence of people outside their place of residence, in so much so that said displacements and permanence are not motivated by a main lucrative activity, permanent or temporary ”(p. 24). For Jafari & Ritchie (1981 in De la Torre 1997), tourism is a study of man far from his habitual habitat, of industry, which responds to his needs and the impacts that both he and industry have on sociocultural environments, economic and physical (p. 15). De la Torre (1997) has arrived at a more comprehensive definition that manifests the complexity of the tourist phenomenon and its contemporary character, accepted by all tourism scholars:

> “Tourism is a social phenomenon that consists of the voluntary and temporary displacement of individuals or groups of people who, mainly for reasons of recreation, rest, culture or health, move from their usual place of residence to another where they do not carry out any activity. lucrative or remunerated, generating multiple interrelationships of social, economic and cultural importance.” (Pag.16).

Of all the definitions previously exposed, it should be noted that the conceptualization of Hunziker and Krapf (1942), Jafari & Ritchie (1981) and De la Torre (1997), are those that most closely approximate the reality in which we live. Elements that are common to all of them also stand out, such as: the physical movement of people, the stay at the destination, the activities carried out during the stay and the satisfaction of tourists' needs.

Currently, the concept of tourism proposed by the economic sectors, by capital, has lost the initial romanticism, and this socio-economic phenomenon has been studied, legislated and exploited; reason why today different types of tourism are established, destined for different audiences according to their purchasing power, economic, their tastes, their preferences, concerns, etc.

So we can find different types of tourism. According to the classification of the tourist modalities according to the reason for the trip, they are: traditional, sun and beach tourism; and, alternative tourism, which integrates ecotourism, adventure tourism and rural tourism.

Traditional or massive tourism, according to Ibáñez & Cabrera (2011), is considered as all those massive flows of human beings of all ages and conditions, precedent of the big cities, that move synchronously at certain times of the year, with destination to supposedly paradisiacal places.

Alternative tourism, according to SECTUR (2004), are those trips that aim to carry out recreational activities in direct contact with nature and cultural expressions that surround it with an attitude and commitment to know, respect, enjoy and participate in conservation. of natural and cultural resources; This definition has, in turn, facilitated a segmentation of alternative tourism, based on the type of interest and activities that the tourist has and seeks when being in contact with nature. The Ministry of Tourism has divided Alternative Tourism into three large segments, each consisting of various activities, where it is worth mentioning that any of the activities defined below may require specialized guides, techniques and equipment:

Ecotourism.- One of the most widely adopted definitions of "ecotourism" is that proposed by Ceballos Lascuraín (2007 in Guerrero, 2010) as: That environmentally responsible tourist modality consisting of traveling or visiting natural areas […] in order to enjoy, appreciate and study the natural attractions (landscape, wild flora and fauna) of these areas, as well as any cultural manifestations (present and past) that may be found there, through a process that promotes conservation, has low environmental impact and Cultural […] constitutes a social and economic benefit for local populations (Pag. 41).

Adventure trip. - SECTUR (2004) defines Adventure Tourism as: The trips that are intended to carry out recreational activities, associated with challenges imposed by nature. (P. 22).

Rural tourism.- SECTUR (2004) defines this segment as: The trips that have the purpose of carrying out activities of coexistence and interaction with a rural community, in all those daily social, cultural and productive expressions of it (Page 29).

The key tourist regions in Mexico

Main tourist regions of Mexico and their characteristics

Fragmenting the country's territory is a strategy that allows regions to be built from local products that can be complemented to position a tourist region that can compete with other regions at the national and international level, in a word, to make a regional tourism product (ToseeMéxico , 2010, p. S / n). The tourist regions of Mexico are made up of 12 tourist zones with the purpose of studying their geographical spaces, identifying areas of opportunity for the use of its natural and cultural resources and contributing to the tourist development of the country. According to ToseeMéxico (2010), these twelve tourist areas and the states that compose it will be described below:

> "1.- Yucatan Peninsula: the northern part of the peninsula, with coast to the Gulf of Mexico, includes the states of Yucatan and Campeche, 2.- Mexican Caribbean: located in the southern and southeastern part of the Yucatan Peninsula, covers the state of Quintana Roo, 3.- Gulf of Mexico: It includes the states of Tabasco and Veracruz, 4.- South Pacific: it includes the states of Chiapas and Oaxaca, 5.- Mexico City: Mexico City, before the DF, 6.- Central Pacific: it includes the states of Guerrero, Michoacán, Colima, Jalisco and Nayarit, as well as the southern part of Sinaloa, 7.- Northeast: it includes the states of Tamaulipas, Nuevo León and Coahuila, 8.- North Central: it includes the states de Chihuahua and Durango, 9.- Baja California: comprises the states of Baja California and Baja California Sur, 10.- Northwest: comprises the states of Sonora and Sinaloa (the northern and central parts of the state), 11.- Center: Comprrende the states of Zacatecas, San Luis Potosí, Aguascalientes, Querétaro and Guanajuato and 12.- Centro Su A: It includes the states of Hidalgo, Estado de México, Puebla, Tlaxcala and Morelos (ToseeMéxico, 2010, p. y / n).

Figure 1 The tourist areas of Mexico
Source: https://www.toseemexico.com/destinos-turismo-mexico.htm

Dynamics and economic relevance

In the following section, the main results of the tourist activity in Mexico will be analyzed, which contains the main statistics based on 70 tourist destinations in the country and its tourist flows and variables such as: international travelers, domestic, air and sea tourism, tourism activities. accommodation, which together offer a perspective of the dynamics of the tourism sector in Mexico. The results of the tourist activity for the month of January 2020 are described below:

According to SECTUR, (2020), the arrival of international visitors was 8 million 421 thousand, this is 497 thousand more visitors compared to the same period in 2019, which represented an increase of 6.3%; the arrival of international tourists to Mexico was 3 million 795 thousand, a level higher by 313 million than that observed in the same period of 2019 and equivalent to an increase of 9.0%; Foreign currency inflow by international travelers was 2,282 million dollars, which represented a reduction of (-) 0.3% compared to the same month of 2019; the average expenditure of tourists admitted by air was $ 1,030.3 during January 2020, which represented a reduction of (-) 4.1% compared to that observed in the same month of 2019; the departure of international tourists from Mexico was 1,550,000 international tourists, which meant 6,573 more tourists compared to the number of tourists who left in the same month of 2019, equivalent to an increase of 0.4%, foreign exchange spending by travelers residing in Mexico abroad was 819 million dollars during January 2020, lower by 94 million 333 thousand dollars than that observed in the same month of 2019 and equivalent to a reduction of (-) 10.3%, the foreign exchange balance by International visitors registered a surplus of one thousand 463 million dollars, an amount 6.3% higher than that observed during the same month of 2019, foreign visitors by air (main countries by nationality) United States, representing 49.3% of the total, as well as from Canada with 20.7%.

While the European region had a 10.8% share in the total, 1.8% corresponding to citizens of the United Kingdom. South America represented 11.4% of the total, where the citizens of Colombia and Brazil participated with 3.1% and 2.3% of the total, respectively, during the same month, foreign visitors by air (main countries by residence) United States, representing 52.9% of the total, as well as Canada with 21.3%.

While the European region registered a participation of 9.4%, with residents of the United Kingdom representing 1.7% of total arrivals by air, while South America represented 10.1% of the total, where residents of Colombia and Brazil participated with 2.6% and 2.1% of the total, respectively, passengers with United States nationality (by air) recorded an increase of 7.6% during January 2020, adding 879 thousand 610 passengers, most of whom arrived at airports Cancun and Los Cabos, passengers with Canadian nationality (by air) recorded a growth of 3.2% during January 2020, compared to the same period in 2019, registering 369 thousand 363 passengers, most of whom arrived at Cancun and Puerto Vallarta airports, passengers residing in the United States (by air) registered an increase of 8.5% during the month of January 2020, adding 905 thousand 624 passengers, most of whom arrived by air Cancun and Los Cabos ports, passengers residing in Canada (by air) recorded a growth of 1.7% during the month of January 2020 compared to the same month in 2019, registering 364 thousand 124 passengers, most of whom arrived According to the Cancun and Puerto Vallarta airports, the main airports that received the largest number of foreign visitors in Mexico were, according to their nationality:

- Cancun (738,933)
- Mexico City (406,562)
- Puerto Vallarta (196,302)
- Los Cabos (166,549)
- Guadalajara (94,172)
- Mazatlán (22,555)
- Monterrey (21,769)
- Cozumel (21,150)

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The percentage of hotel occupancy in the group of 70 tourist centers, during January 2020, was 57.2%, a level higher by 2 tenths of a percentage point compared to that observed during the same month of 2019, the arrival of national tourists to hotel rooms reached 4 million 654 thousand tourists (68.9% of the total); While 2 million 102 thousand were international tourists (31.1% of the total), in air transportation the total arrival of passengers via road was 6 million 749 thousand passengers, which represents an increase of 529 thousand 67 passengers, equivalent to 8.5% with respect to At the same period of 2019, the arrival of passengers on domestic flights was 4 million 430 thousand passengers, which represents an increase of 417 thousand passengers 10.4% compared to that observed in the same period of 2019, in air transportation the arrival of passengers on international flights was 2 million 320 thousand people, which represents an increase of 112 thousand 62 passengers compared to 2019, sea transportation the number of passengers on cruise ships that arrived was One million 84 thousand passengers, exceeding 113 thousand 344 passengers to those registered in the same period of 2019, the number of cruises that reached our destinations was 391 cruises, which represented an increase of 46 cruises, equivalent to an increase Of the 13.3% compared to the same period in 2019, the main ports that received the highest number of cruise passengers in Mexico were:

Cozumel, Majahual, Puerto Vallarta, Cabo San Lucas, Ensenada and Progreso, which represented 92% of total passengers and in visitors to museums and archaeological zones the National Institute of Anthropology and History reported the arrival of 2 million 614 thousand visitors, that is, 33 thousand 849 fewer visitors than reported in the same period of 2019, which represented a decrease in (-) 1.3%. Of the total number of visitors, 74.7% corresponded to national visitors and 25.3% to foreigners (SECTUR, 2020).

Therefore, it is observed that the arrival of international tourists to Mexico is increasing year by year and the activities of domestic tourism are greater, as well as the influx of tourists by air, especially at the Cancun airport, Quintana Roo. ; in the same way, the hotel rooms are insufficient for the tourism that is received. All of the above implies that Mexico must increase, improve and diversify its tourism products and services, being these competitive for the generation of higher income from tourism in our country. However, there is something that should be analyzed in greater detail, it is the contracting behavior in spending generated by tourists in the country.

The key tourist regions in Cuba

Tourism development in Cuba, in recent years, has been concentrated in eight prioritized regions, which are: Havana, Varadero, Jardines del Rey, Norte de Camagüey, Norte de Holguín, Santiago de Cuba, Costa Sur Central, and Los Canarreos, a which has been added in recent years to the northern region of Villa Clara. In addition, it is in these regions where the main attractions and infrastructure to support tourism are concentrated, as well as the main investments (Chávez, Chávez, & Cerdan, 2019, p.36). Of these regions, the ones considered most essential are discussed below.

Figure 2 Some of the main tourist regions of Cuba
Source: own elaboration with Google map and own data

First of all, there is Havana, the capital of Cuba and the main tourist destination in the country, “it was founded in 1519 under the name San Cristóbal de La Habana, it is located in the western part of Cuba. It is the smallest province of the 15 that divide the country, however, it is the most populated with 2,154,454 inhabitants, about 20% of the country's population, for a population density of 2,958.4 inhabitants per square kilometer ”(Pérez, 2014, p.225). Thanks to the work carried out by the City Historian's Office, with the representation of Dr. Eusebio Leal Spingler, an intense work of conservation, reconstruction and care of the heritage area of Old Havana has been carried out.

As a tourist destination, “65% of total income for this concept enters the country. Old Havana was declared a cultural heritage of humanity in 1982 so there are two well-identified tourist areas: the historic center of the city and its system of fortifications, which are the main tourist attraction and the setting for tourism development. cultural or congresses and events. On the other, the east coast, whose main vocation is sun and sand, although its participation is low, only represents 0.6% of the country's total income” (ONEI, 2012, as cited in Pérez, 2014, p.225).

Varadero beach is the second tourist destination in the country, “it is located in a geographical accident approximately 20 kilometers long, on the north coast of the Matanzas province, second in territorial extension in Cuba. […] Varadero is the most important tourist pole of sun and beach in the country. In it, areas of sun, sand and beach converge, urban spaces with a population density of more than 500 inhabitants per km2 and the ever-decreasing natural spaces” (Moya, Cabrera, Castillo & Rojo, 2007, p.38).

Varadero beach is considered one of the most beautiful in the world and the arrival of visitors annually is considerable, which is why the country has made large investments in hotel infrastructure and others linked to tourism there. For the same reason, “it is also the second in income to the country, receiving since 2014 more than 1 million tourists a year […]. Currently, it has a hotel capacity of more than 50 hotels, and more than 20,500 rooms, the management of which results in revenues of more than USD 500 million and profits of more than USD 300 million. It is distributed among the MINTUR companies: Cubanacán, Gran Caribe and IslaAzul, and a large number of Gaviota hotels that belong to the Business Administration Group (GAESA) of the Ministry of the Revolutionary Armed Forces (MINFAR). A good part of them have foreign participation, being regulated through the Foreign Investment Law (No. 118/2014)” (Rodríguez, 2017, p. S / n).

At the end of the eighties, Commander-in-Chief Fidel Castro Ruz, proposed the idea of expanding tourism development by taking it to the northern cays of Cuba, with beautiful areas of virgin beaches and white sands. of the most important tourist destinations in the country.

> “Jardines del Rey, located in the northern keys of the Ciego de Ávila province, where the Cayos Coco and Guillermo stand out, which can be accessed by a stone jetty over the sea and an international airport in Cayo Coco, these cays of extraordinary beauty and Landscaping diversity reveal what nature has created for centuries throughout history. In this destination, a wide range of four- and five-star category hotels are installed, basically all on the beachfront.” (González, Ahu, Sori & González, 2019, p.114).

On the other hand, located in the easternmost area of Cuba, is the province of Santiago de Cuba, also one of the relevant sites in Cuban tourism, which stands out for both its heritage and its history (closely linked to the struggles Cuban independence), as for its exotic mountain landscape.

> “Its city was founded in 1515 by Diego Velázquez and was the last of the seven towns in Cuba. Its historic urban center is considered a monumental complex due to the large number of sites and buildings that have been declared National and Local Monuments. The city also holds the title of Hero City of the Republic of Cuba, as well as the Antonio Maceo Order, for its contribution to the independence struggles and the strong tradition of struggle of its inhabitants […] Santiago de Cuba is the second city in importance of the country, its location on the south eastern coast of Cuba gives it the existence of beautiful landscapes, both in the city and in its natural environment. For this reason, it has tourism potential and sustained work in this area, highlighting the efforts being made for sustainable development, especially in the protection of natural resources.” (Baños, 2008, p. s/n).

Regarding its physiography and comfort “Sierra Maestra stands out in its geography, the largest mountainous group on the island, with 243 km of extension and areas of great ecological value such as the Baconao Biosphere Reserve; high mountains of excellently preserved landscapes, valleys, rivers […]. They also highlight high-standard accommodations and a perfectly equipped Convention Center. Nautical activities, cruising and health and quality of life tourism are possible in the territory” (Ministry of Tourism of Cuba, 2020).

As a relevant site to mention for Cuban tourism is also Cienfuegos, “a state that occupies a privileged position in the south center of Cuba, which forces its passage to tourists, both national and international. It limits the north with the provinces of Villa Clara and Matanzas. To the east with the municipality of Manicaragua (province of Villa Clara) and with the municipality of Trinidad (province of Sancti Spíritus). To the south it limits with the Caribbean Sea and to the west with the municipalities Ciénaga de Zapata and Calimete, in the province of Matanzas” (Ministry of Tourism, 2018).

Tourism in Cienfuegos has had a considerable increase in recent years, since it stands out for its cultural, heritage and natural resources. "Its capital city bears the same name, it has a Historic Center recognized by UNESCO as Cultural Heritage of Humanity since 2005. It is the only Cuban city that was founded by the French, so its environment and architecture is characterized by a style Frenchified, which even today is perfectly preserved, it has a cultural richness characterized by folk dances, singing and painting” (Ministry of Tourism, 2018).

“The state also has various natural attractions such as: beaches, mountains, rivers and caves” (Ministry of Tourism, 2018).

Due to the aforementioned characteristics, both national and international tourist demand is very high. “National tourism comes from all the regions of the country that visit it to know its cultural wealth and to fundamentally enjoy its beaches. As for international tourism, all the existing tourism modalities are demanded such as sun and beach tourism, hiking, cultural and heritage tourism and the main countries that bring tourists to the country are: Canada, Germany, France, United Kingdom, Spain, Switzerland , Holland and Italy, mostly cold countries that travel to Cuba mainly in the months between mid-December and mid-March, as well as the months of July and August, looking for the warm climate that this region offers "(National Statistical Office and Information, 2019).

Conclusions

There are regions in Mexico and Cuba that make tourism a preponderant activity, not only in itself, but in the direct and indirect economic ties that the tourist activity generates.

The impact of the pandemic has made it visible that economic regions must have more than one economic activity that drives regional dynamism, as there are mono-productive regions, for the present case, of tourism, at times like the present one, in the midst of a pandemic COVID-19-2020, show the undesirable side of the mono-productive orientation of the region. With its social repercussion derived from the economic contraction.

It is observed that the enclave points of tourism, in Mexico and Cuba, have a distribution throughout the territory, and strategically, ends of the territories and center of the same, where it concludes that the tourist enclaves points of both countries they were a process of planning, promotion and promotion by the respective national States; This implies that the market itself was not the driving force behind these enclaves, but that it was an act planned by the respective secretariats or ministries of economy, planning, urban development and / or tourism.

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Prediction of suicidal ideation in young people from the analysis of texts in social networks written in Mexican spanish: a review of the state of the art

Predicción de ideación suicida en jóvenes a partir del análisis de textos en redes sociales escritos en español de México: una revisión del estado del arte

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Abstract

Suicide prevention is one of the great issues of the current era. Institutions such as the World Health Organization, have continued to search for all possible alternatives for early detection and timely prevention. Suicide rates have grown more and more in the world, and Mexico, although it is not the country with the most suicides, is one of the countries with the highest growth in recent years. At present, the use of social networks has generated great changes in the way we communicate. Expressing yourself through a social network begins to be more common than expressing ourselves to human beings. Several studies, which will be presented later, show that it is possible to determine from the content of social networks: cases of depression, risk of suicide, and other mental problems. The use of technological tools, such as Natural Language Processing, has served as an effective ally for the early detection of risks, such as abuse, bullying or even detecting emotional problems. The present research seeks to carry out an in-depth analysis in the state of the art of the application of Natural Language Processing as an ally for the detection of suicide risk from the analysis of texts for Mexican Spanish in Social Networks.

Suicide, NLP, Mexican Spanish

Resumen

La prevención del suicidio es uno de los grandes problemas actuales. Instituciones como la Organización Mundial de la Salud, han buscado todas las alternativas para la detección temprana y la prevención oportuna. Las tasas de suicidio siguen creciendo en el mundo, y México, aunque no es el país con más suicidios, es uno de los países con el mayor crecimiento en los últimos años. En la actualidad, el uso de las redes sociales ha generado grandes cambios en la forma en que nos comunicamos. Expresarse a través de una red social comienza a ser más común que expresarse en persona. Varios estudios, que se presentarán más adelante, muestran que es posible determinar a partir del contenido de las redes sociales: casos de depresión, riesgo de suicidio y otros problemas mentales. El uso de herramientas tecnológicas, como el procesamiento del lenguaje natural, ha servido como un aliado efectivo para la detección temprana de riesgos, como el abuso, la intimidación o incluso la detección de problemas emocionales. La presente lleva a cabo un análisis a profundidad en el estado del arte de la aplicación del procesamiento del lenguaje natural como un aliado para la detección del riesgo de suicidio a partir del análisis de textos para el español de México en las redes sociales.

Suicidio, PLN, Español de México

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Introduction

The word communication comes from Latin communicatio, and it is the action of transmitting a message through two or more interlocutors (RAE, 2014).

Since the origin of humanity, communication has been fundamental for the growthand development of individuals, as well as an essential process in them.

Specifically talking about human beings, communication has evolved. In the history of humanity, we have found various forms of communication, ranging from the use of cave paintings, the sending of smoke signals, the use of language verbally or in writing, and, more recently, the use of technology.

Psychological projections are a way of communicating, and being more specific, communicating emotions, where word analysis is one of these.

The language can be quite complex, and Spanish is one of the languages with more variants. Being more specific, the Spanish used in Mexico, is different in some cases from the Spanish used in Spain, Colombia, Argentina, and others, adding more complexity to the situation.

For this investigation, due to the specific complexity of the subject of study and the specific use of Mexican Spanish, the investigations specified in the Table 1.

Exclusion Criteria	Inclusion Criteria
1. Articles not written in Spanish or English.	1. Articles published in Spanish or English.
2. Studies to the full access is not available.	2. Articles in which the objective is the detection of language and that includes Mexican Spanish and articles around the world in which the objective is the detection of suicide risk from the analysis of the words using Natural Language Processing.
3. Newspapers, Review, thesis, letter toeditor, posters, thesis, short reports andbooks.	3. Articles published during the last tenyears.

Table 1 Inclusion and exclusion criteria
Source: own work [Word]

Analysis and Classification Problems for Texts Written in Mexican Spanish

Text analysis in Artificial Intelligence is best known as Natural Language Processing (NLP).

The Natural Language Processing is then a branch of Artificial Intelligence that seeks the analysis, processing and classification of natural language texts such as: English, Spanish, French, Chinese, Portuguese, and even derivations of same, as are Catalan, Galician and Valencian, among others.

The Detection of Language

When you are working with Natural Language Processing, the first step to take is to correctly detect the language. Some problems that can be located when trying this are:

a) Similar language detection.

b) Detection of multiple languages in the same text.

c) Texts too short to issue a proper classification.

According to (Gimenez, 2016), the Language Identification, (LID), has traditionally been treated as a text classification problem. If we had to formally define the problem, we could say that: "Given a text, of variable length, the task is to decide the language or languages in which it is written from among a set of possible languages."

Although most of the texts we find on social networks are written in English, Spanish-speaking users represent a significant percentage of tweets, posts on Facebook, and in general the activity of other social networks.

In the state of the art, it is also mostly possible to find language detection for English. There is some research for Spanish from Spain, and few for Mexican Spanish.

Similar works are presented in (Maier, 2017) and in (Zampieri, 2013), in which Spanish language detection is carried out for different countries, in which Mexico is present. In the first, they generate their database, while in the second they use a database of the newspaper El Universal. Both use n-grams as a methodology.

In the Table 2 is possible to see a concentrate of the contributions to the state of the art in the appropriate detection of language when applying Natural Language Processing, specifically for Mexican Spanish.

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Maier, Wolfgang. Germany and Spain, 2014
Title: Language variety identification in Spanish tweets. **Purpose(s):** Build a balanced collection of tweets sent by Twitter users from five countries, namely Argentina, Chile, Colombia, Mexico, and Spain. Applying different methods, they perform an automatic classification between all countries. **Dataset:** They built their own collection of tweets using the Twitter streaming API, 2 requesting all tweets sent within the geographic areas given by the coordinates -120, -55 and -29, 30 (roughly delimiting Latin America), as well as -10, 35 and 3, 46 (roughly delimiting Spain). The download ran from July 2 to July 4, 2014. In a second step, they sorted the tweets according to the respective countries. **Method(s):** n-gram. **Best results:** 67.7% correctly classified in some cases.
Zamperi, Marcos. Germany and Holland, 2013
Title: N-gram Language Models and POS Distribution for the Identification of Spanish Varieties. **Purpose(s):** The paper presents supervised computational methods for the identification of Spanish varieties (Spain, Argentina, Mexico and Peru). **Dataset:** For Mexican Spanish, they used the database from El Universal newspaper. **Method(s):** n-gram. **Best results:** 83.1% correctly classified for Mexican Spanish.

Table 2 Problems in the Detection of The Language for Mexican Spanish
Source: own work [Word]

Cleaning of the Message

The second step is the "cleaning of the message”, which consists of eliminating those "junk characters” from the text, or trying to make sense of some unlocated words, in order to lose as little as possible of the context of the original message. Specifically, in Mexican Spanish, there are problems that have historically been studied: Sarcasm, irony, drafting errors, modernisms in the language, upper case and lower case, repeated words, hashtags and mentions, spelling mistakes, accents and special characters, anglicisms, among others.

It is essential to mention that, although there are some important contributions fromthe processing of texts on social networks for the English language and a few contributionsfor Spanish from Spain, the specific works for Spanish in Mexico are quite limited, so any contribution is of very important. In (Frenda, 2019) irony detection is performed intweets. This work was the result of a task proposed through the IroSvA competition, which sought to find irony in three types of Spanish: from Spain, from Mexico and from Cuba. In (Salas-Zárate, 2017), is possible to find a contribution regarding the detection of satire on Twitter for Mexican Spanish.

They generate a database of two types of twitterusers, two formal digital newscasts and two digital newscasts that always use sarcasmin their publications. The pre-processing of the tweets presented in Salas-Zárate is alsointeresting, since they eliminate characters that are used for hashtags and mentions, URLs, among other data that generate an inappropriate classification.

In the Table 3 is possible to review the state of the art of analysis and classificationof problems for texts in social networks written in Mexican Spanish.

Frenda, Simona. Spain, 2019
Title: Computational Models for Irony Detection in Three Spanish Variants. **Purpose(s):** They detect irony in tweets written in Spanish from Spain, Cuba andMexico. **Dataset: The IroSvA shared task is separated on three subtasks:** Irony detection in Spanish tweets from Spain, Irony detection in Spanish tweets from Mexico and Irony detection in Spanish news comments from Cuba. **Method(s):** They approached irony detection in Spanish short texts trying to exploit the provided topic information. In addition, they investigated the usefulness of stylistic, lexical and affective features during the development of the irony detection models for the three Spanish variants. **Best results:** 66.08% correctly classified for Mexican Spanish.
Salas-Zárate, María del Pilar. Spain, 2017
Title: Automatic Detection of Satire in Twitter: A psycholinguistic-based approach. **Purpose(s):** They evaluated the effectiveness of our method by obtaining a corpus of satirical and non-satirical news from Mexican and Spanish twitter accounts. The processing of the tweets consisted of: delete mentions and replies to other users tweets, which are represented by means of strings starting with , remove URLs, i.e., strings starting with http://, the “#” character is removed from all hashtags because often,only the remainder of the string forms a legible word that contributes to a better understanding of the tweet. **Dataset:** They used a dataset concerning satirical and non-satirical news from Twitter accounts. *For Mexican Spanish satirical:* @eldeforma and @eldizque. *For Mexican Spanish non-satirical:* @ElUniversalMx and Excelsior. **Method(s):** LIWC (“Linguistic Inquiry and Word Count”). **Best results:** 85.5% correctly classified for Mexican Spanish.

Table 3 Analysis and Classification Problems for Texts in Social Networks Written inMexican Spanish
Source: Own work [Word]

Natural Language Processing for Text Written in Mexican Spanish Applied to Suicide Prediction

Suicide is one of the great public health problems that humanity seeks to bring down. According to figures from the World Health Organization, 800,000 people commit suicideeach year. Suicide is the second leading cause of death in young people between 15 and 29 years in the world.

Searching in the state-of-the-art natural language processing applications for suicide detection in Spanish, is very limited. In the state of the art, only one Novel techniquehas been located for this case, and it can be seen in the Table 4.

Cook, Benjamín. Spain, 2016
Title: Novel Use of Natural Language Processing (NLP) to Predict Suicidal Ideation and Psychiatric Symptoms in a Text-Based Mental Health Intervention in Madrid. **Purpose(s):** Natural Language Processing (NLP) and machine learning were used to predict suicidal ideation for Spanish from Spain. **Dataset:** They work with information from psychiatric inpatient or emergency room settings in Madrid, Spain. Participants responded to structured mental and physical health instruments at multiple follow-up points. Outcome variables of interest were suicidal ideation and psychiatric symptoms (GHQ-12). **Method(s):** Novel method. **Best results:** Between 61% and 85% correctly classified for Spanish from Spain.

Table 4 Natural language processing applied to the detection of suicide risk from theanalysis of texts in Spanish
Source: own work [Word]

Analysis of Posthumous Notes Written in Spanish

As can be seen above, research in the state of the art regarding the search for suicide riskin texts written in Spanish is very poor, while it is void with respect to Mexican Spanish.

One of the principal contributions that can be analyzed, in order to be able to make a suicide risk detection from the texts, is based on the classification of posthumous notes. Although it does not imply the use of computational instruments for its detection, it isimportant to include them given the insufficient information that exists in the state-of-the-art. These investigations can be seen in the Table 5 and in the Table 6.

Chávez-Hernández, Ana María. Mexico, 2011
Title: Notas suicidas mexicanas. Un análisis cualitativo. **Purpose(s):** Natural Language Processing (NLP) and machine learning were used to predict suicidal ideation for Spanish from Spain. **Dataset:** They work with information from psychiatric inpatient or emergency room settings in Madrid, Spain. Participants responded to structured mental and physical health instruments at multiple follow-up points. Outcome variables of interest were suicidal ideation and psychiatric symptoms (GHQ-12). **Method(s):** Ex post facto study, with a sample of 142 suicide notes left by people who committed suicide (2005-2008) in the State of Guanajuato, Mexico. **Best results:** 11 categories of suicide risk classification were found from the analysis of texts in Mexican Spanish with statistically significant differences.

Table 5 Detection of suicide risk from the posthumous notes Written in Spanish withoutthe use of computer technique (part 1)
Source: own work [Word]

Ceballos-Espinoza, Francisco. Chile, 2016
Title: Profiling Chilean Suicide Note-Writers through Content Analysis. **Purpose(s):** Natural Language Processing (NLP) and machine learning were used to predict suicidal ideation for Spanish from Spain. **Dataset:** All suicide cases recorded from 2010 to 2012 were analyzed by the Chilean Investigative Police, with 203 notes of 96 suicides. **Method(s):** Field study, descriptive and ex post facto. **Best results:** 24 statistically significant differences were found throughout the categories of analysis, according to cohorts of age, marital status and sex of text in Chilean Spanish.
Ceballos-Espinoza, Francisco. Chile, 2019.
Title: Novel Use of Natural Language Processing (NLP) to Predict Suicidal Ideation and Psychiatric Symptoms in a Text-Based Mental Health Intervention in Madrid. **Purpose(s):** They explored affective mobilization in the moments prior to the suicidalacts. **Dataset:** 203 of suicide notes from completed suicides in Chile (2010 – 2012) **Method(s):** Psycological constant comparison and theoretical saturation. **Best results:** The findings showed mainly positive affecton, negative affection, depressive affection, and despair. It was concluded that interpersonal problems and emerging afections constituted crucial elements to understand suicidal behavior.

Table 6 Detection of suicide risk from the posthumous notes Written in Spanish withoutthe use of computer technique (part 2)
Source: own work [Word])

Conclusions

In the present investigation, a search was made of techniques for pre-processing of texts applied to Mexican Spanish, in order to be able to carry out their subsequent classification.

Also, within the same article, the contributions to the state of the art regardingthe detection of risk of sucidium were analyzed from the analysis of the words using Natural Language Processing, and an additional search of the state of the art regarding a suicide risk detection from the analysis of posthumous notes, not including the use ofcomputational techniques.The state of the art is, in all cases, very poor, so contributions on these issues are essential to strengthen the field of research.

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Ceballos-Espinoza, Francisco, Chávez-Hernández, Ana María. Profiling Chilean Suicide Note-Writers through Content Analysis. Avances en Psicología Latinoamericana / Bogotá (Colombia) / Vol. 34(3) / pp. 517-528 / 2016 / ISSNe2145-4515.

Ceballos-Espinoza, Francisco, San Martín-Centeno, Daniel, Chávez-Hernández, Ana María. Movilización afectva eexpeeaada en notae euiciadae chilenae. Análieie adeeade la Teopía Funadamentaada. Revista Argentina de Psicología. Vol XXVIII. N. IV. 2019. doi: 10.24205/03276716.2019.1137.

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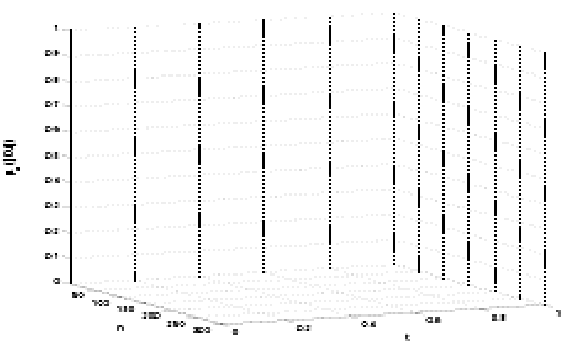

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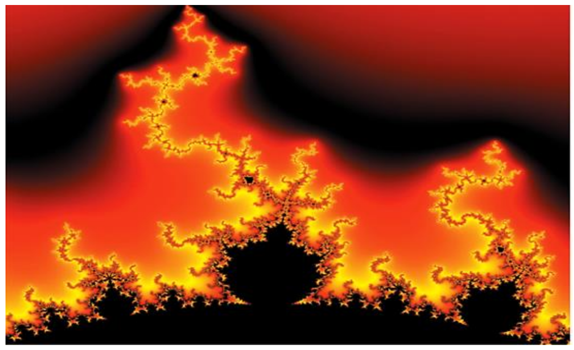

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