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Internationalization of Higher Education in Ibero-American territory

Since the entry of the Internet into the universe of electronic publishing, a new method of online publishing was created with the intention of facilitating the publishing and publishing processes, as well as giving greater visibility of the published articles.

Created a certain time on the European continent, and now gaining space in the Americas, this method is called rolling pass, or simply PC, which is the publication of articles in a single volume without periodic breaks, without waiting for the closing a number to publish another, which can decrease the visibility of the articles, and gaining more impact on the query and quotes of articles. (RODRIGUES, SANTOS, 2019).

Thus, since October 2018, the International Journal of Higher Education - RIESUP, adopts this modality to strengthen and accelerate the development of the publication of the GIEPES Research Group of the Faculty of Education of the State University of Campinas in partnership with the Ibero-American Network of Studies and Research on Policies and Processes of Higher Education - RIEPPES - University of the West of Santa Catarina, with the mission of socializing the production of studies and scientific research, theoretical or empirical in the area of higher education. (SANTOS FILHO, ALMEIDA; SANTOS, 2019).

Socializing the production of studies and scientific research in the area of higher education is what we want most in the RIESUP publishing, and therefore, the entry of the continuous publishing modality met this need and this mission was fulfilled in the scope of our journal. In addition, RIESUP is one of the only publications in the area of Education to be published in 02 (two) languages: Portuguese and English, while sometimes English is also replaced by Spanish. We can say that the language barrier is no obstacle to the breakthrough of the Journal between borders.

Accordingly, the edition of the volume of the 2019 continuous publication, which began in September 2018, ends its volume in May 2019, with 36 (thirty-six) original articles, of which 11 (eleven) are destined for the dossier "Internationalization of Higher Education in the Ibero-American territory" 3 (three) research articles; 3 (three) reports of experience and 3 (three) reviews, totaling the collection of 45 (forty-five) unpublished documents on the subject of higher education. With this, all editorials from this will be released at the conclusion of each volume reporting the content and the essence of the issue to be addressed in the resulting volume.

We begin this volume of the RIESUP, with Dossiê Section, entitled "*Internationalization of Higher Education in Ibero-American territory*", which are more descriptive in the **Presentation** prepared by Elisabete Monteiro de Aguiar Pereira and Maria de Lourdes Pinto de Almeida with the following works:

1. Marcio Giusti Trevisol (Universidade do Oeste de Santa Catarina) e Altair Alberto Fávero (Universidade de Passo Fundo) - *As diversas faces da internacionalização: análise comparativa entre duas instituições comunitárias do sul do Brasil*;
2. Maria Cristina Parra-Sandoval (Universidad del Zulia), Marisol Fucci Bornachera (Universidad del Zulia), Ana Julia Romero Gonzalez (Universidad del Zulia) - *La inserción de la Universidad del Zulia en el proceso de internacionalización de la educación superior*;
3. Fernanda Geremias Leal (Universidade do Estado de Santa Catarina), María Soledad Oregioni (Consejo Nacional de Investigaciones Científicas y Técnicas) - *Aportes para analizar la internacionalización de la educación superior desde Latinoamérica: un enfoque crítico, reflexivo y decolonial*;
4. Pablo Pereira (Universidade Regional de Blumenau), Marcia Regina Selpa Heinzle (Universidade Regional de Blumenau) - *A internacionalização das ações de ensino, pesquisa e extensão na Universidade Regional de Blumenau*;
5. Carmen Célia Barradas Correia Bastos (Universidade Estadual do Oeste do Paraná), Elenita Conegero Pastor Manchope (Universidade Estadual do Oeste do Paraná), Marta Lucia Alves Assenza (Universidade Estadual do Oeste do Paraná) - *A internacionalização da educação superior na Universidade Estadual do Oeste do Paraná – UNIOESTE: da passividade a uma política institucional de internacionalização*;
6. Pricila Kohls dos Santos (Pontifícia Universidade Católica do Rio Grande do Sul), Marília Costa Morosini (Pontifícia Universidade Católica do Rio Grande do Sul) - *Internacionalização e educação para a cidadania global: a visão de professores universitários*;
7. Enrique Daniel Andrés Martínez Larrechea (Instituto Universitario Sudamericano), Adriana Chiancone (Universidad Claeh) - *El sur global en la educación superior en Uruguay: la Fundación Instituto Universitario Sudamericano*;

8. Margarita Victoria Rodríguez (Universidade Federal do Mato Grosso do Sul), Silvia Helena Brito de Andrade (Universidade Federal de Mato Grosso do Sul), Flávia Melville Paiva (Universidade Federal de Mato Grosso do Sul) - *O processo de internacionalização na/da Universidade Federal de Mato Grosso do Sul (UFMS) – Brasil*;
9. Elisabete Monteiro de Aguiar Pereira (Universidade Estadual de Campinas) - *Internacionalização na universidade contemporânea: uma visão da internacionalização em uma Universidade Pública Paulista*;
10. Silvia Regina Canan, Jéssica De Marco, Thais Campos da Silva (Universidade Regional Integrada do Alto Uruguai e das Missões) - *Processos de internacionalização: conquistas e desafios no contexto da URI - Universidade comunitária*;
11. Pablo Daniel Garcia, Julieta Claverie, Norberto Rafael Fernández Lamarra (Universidad Nacional de Tres de Febrero) - *Políticas de internacionalización de la Educación Superior en la Argentina: La promoción de la Universidad en el exterior*.

In addition to this *Dossier*, in mid-August 2018, RIESUP published a call for the collection of articles to compose a thematic edition together with the articles of continuous flow, focused on "*Higher Education and the 1918 Reform of Cordoba*", precisely in virtue of the commemoration of the 100 years of the Reformation of Cordoba.

The University Reform of Cordoba in 1918, in Argentina, is considered a landmark in the world history of Higher Education, but mainly in the defense of the democratization of this level of education in Latin America and the Caribbean. The manifesto, headed by the students of the University of Cordoba entitled *La juventud argentina de Córdoba a los hombres libres de Sud América Manifiesto de la Federación Universitaria de Córdoba - 1918*, is considered by many an anticipation of what represented the French May 1968, which had objectives.

Thus, this collection of articles proposes to discuss, in the centennial of the Reformation of 1918 of Córdoba, its implications from the axes related to the menu that this theme proposes: Studies and research related to the challenges of higher education, policies of higher education of the different countries, their evaluation, regulation, processes and the different actors of this context.

Thus, we obtained for the construction of this theme six (6) works that narrate precisely this point of view of the 100 years of the Reformation, with works that are configured in the *Articles Section*, along with the other articles of the continuous flow, namely:

1. *Between Córdoba and Bologna: REUNI and the contradictory expansion of the Brazilian university* - Lavoisier Almeida dos Santos and Valci Melo analyze the process of recent expansion of Brazilian higher education in its contradictory movement of massification of access and precariousness of public institutions. To this end, it investigates, in the light of historical-dialectical materialism, the Program to Support Restructuring and Expansion Plans of Federal Universities

(REUNI). Throughout the text, it is shown that, although the Reuni guarantees access to higher education to students belonging to the poorer classes of Brazilian society, it does so by submitting to the demands of international capital and its logic of lightening and impoverishment of academic training. Finally, it is concluded that, although it cannot be denied that the Reuni intensifies the expansion movement of higher education in Brazil - and, in this respect, it is close to the legacy of Cordoba - it is closer to the so-called Bologna and the consequent commercialization of the educational service.

2. The Cordoba Reform and Higher Education: Institutionalization of University Extension in Brazil - Simone da Rosa Messina Gomez, Marilene Gabriel Dalla Corte and Gabriela Paim Rosso (all of the Federal University of Santa Maria) report that the Córdoba Reform (1918) established a milestone for Latin American universities, constituting itself as a reference for its university reforms. Among the principles that guided this student manifestation is the university extension, understood as a social commitment of the university. From this perspective, the authors aim to analyze the reflexes of the Córdoba Reform in relation to the university extension in the Brazilian context.

3. University Reform in Córdoba: Impacts on Latin America and Lessons for the Present Time - Jórissa Danilla Nascimento Aguiar and Gonzalo Ádrian Rojas (both from the Federal University of Campina Grande) bring to the debate the celebration of the 100th anniversary of the Reform of Cordoba, the importance to study this experience of rebellion against the university hierarchy, while also highlighting its actuality, especially with regard to the need to democratize the university and its connection to the working class and popular sectors. The authors aim to contribute to this experience being known by the vast majority of students in Brazil, also indicating their relevance to (re) construct a new student movement in an emancipatory perspective.

4. The Cordoba Reform of 1918: state of knowledge based on scientific articles (1978-2018) - Marcelo Innocentini Hayashi and Maria Cristina Piumbato Innocentini Hayashi (both of the Federal University of São Carlos) within the framework of the centenary of the Reform of Cordoba, investigated how the scientific production on university reform is configured and presents a balance of research that analyzed from the meaning of this movement that occurred in Argentina in 1918, until its impacts and future projection in the context of the universities of Latin America and the Caribbean. As characterized by an exploratory and descriptive study, the authors studied scientific articles (n = 90) available in open access databases published in scientific journals (n = 47) from different countries (n = 13) in the period between 1978 and 2018.

5. Affirmative actions on the basis of the democratization of Brazilian higher education: the radiations of the University Reform of Cordoba - Schirlei Russi von Dentz, Silvana Rodrigues de Souza Sato and Ione Ribeiro Valle (Federal University of Santa Catarina) contextualize the proposal of the Reform of Cordoba and sets forth the emergence of affirmative action in different countries and for a variety of purposes. Denominates what is an affirmative action and demonstrates how the program and, subsequently, the policy of affirmative actions were being

constituted and being adopted in the Brazilian universities, particularly at the Federal University of Santa Catarina (UFSC).

6. *The importance of the Córdoba Reform to the Latin American academic context: one hundred years of contribution* - Elisabete Monteiro de Aguiar Pereira (State University of Campinas) presents the social, political, economic and educational contexts of the Córdoba movement of 1918. Analyzes these contexts in their historical development as backstage of the outbreak of the reform of Córdoba and publication of the document known as the Manifesto Limit, or document of the University Reform of Córdoba. The central point of the article is to analyze the importance that the movement had at that time and the reasons of its permanent influence in the student movements in these ten decades of existence, in several countries of Latin America, becoming an important legacy for the students and an equally important call for the particular organization of a Latin American university with a look at its specific social, cultural, and educational issues.

Following with the streaming texts, we had an *analysis of the internationalization of higher education among emerging countries: a case study from Brazil with the other BRICS member countries*, authored by Larissa Cristina Dal Piva Moreira and Sonia Maria Ranincheski (both from Federal University of Rio Grande do Sul). The article aims to analyze the process of university internationalization of Brazil with the other BRICS countries - Russia, India, China and South Africa - comparing the policies adopted during the period of government of Luiz Inácio Lula da Silva (2003) -2010) and Dilma Rousseff (2011-2016).

In *Teaching Probability and Statistics through exploratory data analysis and problem solving*, Fabiano dos Santos Souza (Fluminense Federal University) is based on studies, researches and reflections of a research group on Teaching and Learning in Mathematics and Statistics, the which were converted into a methodological proposal for the teaching of probability and statistics implemented in a workshop given on the III Mathematics Day of the Laboratory of Mathematical Education (LABEM) of a Federal University. In the study, 24 subjects participated in the degree course in Mathematics, aiming to evaluate the proposal in relation to the teaching and learning process of the basic contents of statistics and probability. The main objectives of this workshop were: to identify Statistics as a powerful tool for data analysis, which can be used to balance techniques and concepts and provide participants with a space for reflection on the construction of a collective work that interconnects knowledge academic and practical.

In the work on Auto (trans) permanent formation and teacher development in the context of PIBID, a result of a doctoral research completed in 2017, authors Maria Rosângela Silveira Ramos (Federal Institute of Education Science and Technology Farroupilha), Celso Ilgo Henz (University of Federal University of Santa Maria) and Dóris Pires Vargas Bolzan (Federal University of Santa Maria) had as objective to understand and analyze the accomplishment and formative developments of the Institutional Program of Initiation to Teaching Grant (PIBID), in the subprojects of Chemistry and Biology in an Institution of Higher Education.

In the paper on the UFPR design department and graduation teaching as the definer of its trajectory (1974-1993), by Rossano Silva, Adriana Vaz and Emilio Eiji Kavamura (Federal University of Paraná), the article focuses on the group of teachers and the undergraduate teaching structure of the Department of Design (DDES) of the Federal University of Paraná

from 1974 to 1993, when the extension and research activities were sporadic and consequently part of the elements of the study of the trajectory of this administrative unit revolved around the structuring of disciplines and teacher training. They seek as theoretical contributions the theoretical theory and the concept of trajectory of Pierre Bourdieu and the idea of configuration of Norbert Elias, in the understanding that the history of this institution of higher education is shaped by the position of its agents within the university field, which represents the micro universe of the Sector of Exact Sciences.

Jorge Santa Anna (Federal University of Espírito Santo) in the work on the Potentialities of technical visits in university teaching: applications in the disciplines of information representation, addresses the potential of technical visits, considered as innovative teaching methods, and the reflexes promoted by them when applied in technical-operational disciplines, in the Superior Course of Librarianship. It also presents theoretical foundations on university teaching, some characteristics of the technical visits and reflections regarding the higher education of Librarianship - focusing on the disciplines of Documentary Representation.

In Teaching in distance education: approach to the professional profile, Andrea Karla Ferreira Nunes (University Tiradentes), Alice Virginia Brito de Oliveira (University Tiradentes) and Rosimeri Ferraz Sabino (Federal University of Sergipe) aimed to define the distinctive elements of representation teacher for distance education, from the analysis of legislation on teacher education and the concept of polyteaching.

In the following article, Diogo Hiroshi Beçon Kussakawa, Clesio Acilino Antonio and Ângela Maria Silveira Portelinha (all from the State University of Western Paraná) address *The contributions of the 2001 National Curricular Guidelines to the political-pedagogical projects of Medicine courses in Brazil*. The study turns to medical education, studying the case of the political-pedagogical projects (PPP) of the medical course of the State University of the West of Paraná, in the campus of Francisco Beltrão (PPPMFB) and correlating it with the DCN2001. The objective was to show how the PPPMFB was constituted from the elements of a new medical education suggested by the DCN2001.

Maria Angélica Pedra Minhoto and Isabel Melero Bello (both of the Federal University of São Paulo), with the work *The policy of restructuring federal universities and the institution of innovative training models: UNIFESP under analysis*, analyze the different training models of Unifesp in order to understand to what extent they favor the permanence and completion of their students. To do so, we analyzed data on enrollment, coefficient of income, dropout rate and academic success rate in the different training models. The analysis shows that alternative models alone do not extend permanence and completion and do not improve student academic achievement, including interdisciplinary bachelors.

With work on the *Catholic model of higher education in Brazil: Father Leonel Franca and the creation of the Pontifical Catholic University (PUC)*, the authors Natália Cristina Oliveira, Névio de Campos and Oriomar Skalinski Júnior (all from the State University of Maringá) objective in this article to discuss the implementation of the catholic model of formation in the Brazilian Higher Education. Thus, the authors highlight the role played by the Jesuit priest Leonel Edgard da Silveira Franca (1893-1948), the intellectual leader responsible for the articulation and institutional viability of the Pontifical Catholic University (PUC) in Rio de Janeiro. To do so, they discuss how the Jesuit worked with his network of sociability to enable the creation of the Catholic Institute of Higher Studies in 1932; then,

how this action was improved with the creation of the Catholic Faculties, in 1941; and, finally, how the aim of Catholic militancy was achieved, with the founding of PUC in 1948, of which Leonel Franca became rector.

In the article on *Collaborative pedagogical practice: action research in an administration course*, Sofia Maria de Araújo Ruiz (Federal University of Mato Grosso) and Raimunda Abou Gebran (University of Oeste Paulista) present the process and results of a research- collaborative action with teachers of the Administration Course of a public university. The authors analyze the collaborative pedagogical practice in higher education, investigating its difficulties / limitations and its advances, as well as the context in which it occurs.

Gracy Kelly Andrade Pignata Oliveira and Susana Couto Pimentel (both of the Federal University of the Recôncavo of Bahia) present the work on *Inclusion in higher education: notes about the affiliation of university students with disabilities*. The article is linked to a research whose objective was to understand the trajectory of affiliation of students with disabilities in Higher Education.

In the work *Professional training and CTS: an approach of the federal institutes*, Sidney Reinaldo Silva and Rodrigo Rafael Fernandes (both of the Federal Institute of Paraná), deal with the principles of professional formation of the Federal Institutes (IFs) and its correlation with the Science Technology and Society (CTS). The authors show how IFS contribute to think about vocational training in the CTS perspective, that is, in a socially engaged way.

In the sequence we have the work of Roseli Zen Cerny, Marina Bazzo de Espíndola, Graziela Gomes Stein and Julia Maria Gerhardt da Rocha (all of the Federal University of Santa Catarina), entitled *Training for the integration of TDIC to the curriculum: contribution of teaching in Lato courses sensu for the initial formation*. The authors analyze whether the experience of university professors as teachers of the EECD Course favored the incorporation of the discussion on the integration of Digital Information and Communication Technologies (TDIC) in the undergraduate courses in which they work, aiming the integration of the technologies to the curriculum, offered in the distance mode.

Estefanni Mairla Alves and Ruth Maria de Paula Gonçalves (both from the State University of Ceará) with the work on *Education as a commodity: challenges of higher education in the midst of crisis capitalism* aims to analyze and discuss this process through a bibliographical review that rescues how higher education, especially the public university, has gone through a long process from no longer being the right to become a commodity speculated in the financial market.

In *Changes and continuities of the legal frameworks of the pedagogy course in Brazil*, Andressa Grazielle Brandt (Federal Institute of Santa Catarina) and Márcia de Souza Hobold (Federal University of Santa Catarina) analyze the four legal frameworks of the Pedagogy course in Brazil, regarding to changes and continuities about curricula for teacher training.

Solange Riato Prates and Josiane Peres Gonçalves (both of the Federal University of Mato Grosso do Sul) in the work entitled *Higher education and gender relations: household activities for pedagogic mothers* investigate the reality of women who became mothers while attending Pedagogy, with emphasis on the challenges they face in reconciling studies with

motherhood, as well as the university's attitude towards home-based activities and care for these students.

Following the presentation of the articles, Ana Paula Barbieri de Mello and Edite Maria Sudbrack (both from the Integrated Regional University of Alto Uruguay and the Missions) in the work *Pathways of Early Childhood Education: from the 1988 constitution to the BNCC*, based on the first author, present and discuss the main opinions and principles of the legal documents from the 1988 Federal Constitution to the BNCC for Early Childhood Education, in order to understand the contribution of each document to the Policies of Early Childhood Education.

Roque Strieder (University of the West of Santa Catarina) in his work on *Democracy and education: challenging the technicist and utilitarian logic*, the author contextualizes the scenario where the academic and humanizing training spaces gradually decrease their pedagogical and formative approaches and, replaced by management and skills, lose their intellectual, reflective, creative and humanizing dimension. He understands that any effort and exercise that problematizes the globalizing ideal of human formation involves and integrates a complex context of contemporary demands and challenges. Among them, the author places the challenge of political resistance to this formalizing proposition of the mechanisms of educational logic prioritizing instrumentalization, utilitarianism and the sedimentation of obedience.

In *The Right to Education in Higher Education of Persons with Disabilities*, Geane de Oliveira Januário (Federal University of Paraná), a systematic review was carried out, aiming at raising the works that approach the theme on Higher Education, taking as sources of researches the catalog of theses and dissertations of Capes, the Brazilian Digital Library of Theses and Dissertations, the scientific journals at the Scielo and Capes databases, and the International Journal of Higher Education.

In the *Research Articles Section*, we present three (3) papers, the first of which is titled Search for factors associated with evasion: a case study at the UFC campus in Crateús, authored by Carlos Henrique Mendes de Oliveira, Francisco Raul Teixeira Santos, Janaina Lopes Leitinho and Luisa Gardênia Alves Tomé Farias (Federal University of Ceará) conducted a survey of 63 students evaded from the Crateús campus of the Federal University of Ceará (UFC) in order to analyze the causes of evasion through an exploratory factorial analysis and confirmatory.

Raimunda Maria da Cunha Ribeiro (State University of Piauí) with the work on *The institutional bases of university extension policy: understanding the proposals of federal universities in the institutional development plans*, the author analyzes the policy of federal public universities extension, based on the guidelines stated in the Institutional Development Plans.

In the last research we have the *Academic Performance in differential and integral calculus: a case study*, by Chaiane de Medeiros Rosa, Karly Barbosa Alvarenga and Fabiano Fortunato Teixeira dos Santos (Federal University of Goiás). This paper is part of an investigation that aims to know the history of the set of disciplines that study the contents of Differential and Integral Calculus taught at the Federal University of Goiás. This article analyzes the academic performance of students in the discipline Calculus 1A of said institution, the first semester of 2010 to the second semester of 2016, which corresponds to 14

academic semesters, checking aspects such as: students enrolled, approval and disapproval and final averages.

In the *Report of Experiments section*, we have three (3) papers. In the first one, Roberta Ekuni (State University of the North of Paraná) offers us the work *Internationalization via sandwich doctorate: experience report in the country of science*, which aims to report a doctoral internship at Washington University in Saint Louis, focusing in research, teaching and extension activities.

In the following experience report, we present the following contributions: *Strategies to motivate the learning of embryology: an account of experience in the nursing course of the Federal University of Rio Grande do Sul*, by Simone Marcuzzo, Paola Melo Campos, Júlia Schneider and Claudenilson da Costa Régis (all of the Federal University of Rio Grande do Sul), aiming to present the experience of the use of active methodologies in the Nursing course with the purpose of making the learning of Embryology more meaningful. This action research had as objectives: 1) to relate theoretical basic contents with the disciplinary practices and 2) to involve the attention of the student with the content developed in the classroom.

In the last report, the authors Nathália Cristina Amorim Tamaio de Souza (State University of Campinas) and Flávia Graziela Moreira Passalacqua (Paulista State University), with the work on *The process of construction of teacher professionalism: aspects concerning initial formation*, report from of experiences and records collected during teaching activities taught to two classes of the fourth year of the Pedagogy course of a university of the interior of São Paulo. The objective of the work was to provoke reflections on the aspects of teacher professionalism that are developed or should be developed in the context of initial teacher training.

To conclude in the last section of RIESUP, the *Reviews Section*, contributes with three reviews namely:

1. *Interfaces of educational policies on scientific production and training of researchers in Latin America* - Evandro Consaltér and Altair Alberto Fávero (both from the University of Passo Fundo). The present text is a review of the book "Production of Scientific Knowledge and Training of the Researcher in Latin America: investigations of educational policies in check", published by the publisher Mercado de Letras in December 2017. The work in question brings together texts of researchers from Brazil, Chile, Mexico and Spain. The collection offers a rich and important contribution to the discussion of the policies of training of researchers and the production of knowledge in the area of educational policies.
2. *From university to commoditycity: or how and when, if education / training is sacrificed on the altar of the market, the future of the university would lie somewhere in the past* - Fernanda de Aragão Mikolaiczuk (Federal University of Santa Catarina). The discussions put forward for debate in the work object of this review - From the university to commoditycity: or how and when, if education / formation is sacrificed on the altar of the market, the future of the university would lie somewhere in the past - Lucídio Bianchetti and Valdemar Sguissardi situate the reader on the project of bourgeois class that dominates it, materialized in the mercantile forms that reach it.

3. *Higher education as good public prospects for the centennial of the Córdoba Reform* - Emanuella Scoz (Regional University of Blumenau). This text is a critical review of the work of Marco Antonio Rodrigues entitled *Superior Education as a public good*, which evidences the current course of higher education in the world. In this work the author constructs a nostalgic critique of current higher education and its mercantile aspects, recalling the humanist and libertarian concepts contained in the Córdoba Treaty of 1918 and the World Conference on Higher Education of 1998. Analysis constructed for the celebration of the 25 the creation of AUGM.

Enjoy your reading!

Campinas, SP, May 2019.

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