Book Review

Guide to University Internationalization*

Guía para Internacionalización Universitaria

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The internationalization of higher education accompanies the own history of universities, taking on different nuances in contemporary times, mainly with the advent of modern globalization and its deepening. The expansion of higher education, the diversification of the models of institutions and the student public, as well as the commitment to train people with a high level of qualification in a constantly changing world, challenge institutions in the planning and implementation of internationalization processes. The complexity of issues requires an endogenous institutional view, considering the mission, objectives, and processes of universities and, simultaneously, exogenous, of local regional and global contexts. Situating ourselves in the current time and instigating us to move forward from conceptualizations and critical discussions to internationalization practices, the “Guide to University Internationalization-GIES” was prepared, published by Editora da PUCRS- EdiPUCRS in 2019. Already in the text introductory entitled “How to Internationalize the University: conceptions and strategies” the organizer of the work establishes the guide's focus on practical experiences.

Organized by Dr. Marília Costa Morosini, it collect texts by 14 researchers, being professors and graduate students who make up the Center for Studies in Higher Education-CEES of PUCRS, authorship that guarantees emerging approaches on the internationalization processes, since many they result from studies carried out in their academic trajectories, and professional experiences lived in different university spaces.

The texts are disposed in four axes that represent an overview of the field, in which the main models or forms of internationalization of higher education are addressed: Comprehensive Internationalization-IC; Internationalization of the IoC Curriculum; Internationalization, Cooperation and Mobility, which deals with Crossborder or Transfrontier Internationalization; and, finally, Internationalization at Home-IaC.

Axis 1 deals with Integral Internationalization-IC and consists of three texts, beginning with that of Vanessa Gabrielle Woicolesto, entitled “Strategies for a Comprehensive Model of Internationalization”. The author evokes the foundation that higher education is a public good and a human and social right, referring to the III Regional Conference on Higher Education (2018) in the Latin American and Caribbean context. Local, national, and regional issues are the starting point, connected with global ones. She asks Morosini: “What is the internationalization of higher education? Does it interest any and all Higher Education Institutions - HEIs? And, does any type of internationalization matter?” It invites readers to reflect on the need for HEIs to think about their cultural contexts and build their own paths, involving the entire university community, mobilizing them to commit to the project. Therefore, an endogenous process values the internationalization of learning for all. It brings the case study of UNILA-Federal University of Latin American Integration, which by its nature seeks the integration of countries in the region, discussing how the CI process was constituted.
The second text discusses the “Intercultural Competences and Internationalization of Higher Education” by Fabiane Aparecida Santos Clemente and brings an important contribution when considering an essential aspect for the internationalization process: intercultural learning. Signalling the need for greater discussion about the term in Brazil and its appreciation when thinking about learning, conceptualizes and punctuating the complexity of its meaning and practice. Systematize international models of intercultural competence practices, part of the Institutional Development Plan-PDI to conduct a practical discussion of the development of these competencies in conjunction with internationalization. It encourages us to reflect on interculturality and its centrality in current educational processes.

Lucas Gonçalves Abad's contribution in the third and final text of axis 1 brings the perspective of the institutional strategic scope. Through "Comprehensive Internationalization in University Management" he proposes a comprehensive vision, uniting internal and external institutional plans, involving the organizational whole and integrating the various academic actors: teacher, student, teaching, research, and extension. The text focuses on the operationalization of strategies and actions, systematizing four steps to implement the internationalization process in the university environment. Based on a case study carried out at the Federal University of Pampa-UNIPAMPA, it maps the internationalization actions based on the proposed methodology and provides an important discussion of a real case.

Axis 2 deals with the Internationalization of the IoC Curriculum through four texts, the first of which was written by Carla Camargo Cassol. Entitled “Proposal for Internationalization of the Curriculum”, it argues that internationalization, in addition to academic mobility as the only action, has the potential to become an international educational experience, its principles being accessible to all students, with intercultural interactions permeating all environments of the HEI. It discusses IoC theory from Betty Leask, an Australian theorist who is an international reference. Towards a pedagogical and inclusive conception of all educational services and elements of teaching and learning, it contributes by bringing the cycle of the IoC process and its conceptual structure, providing subsidies for the development of the curriculum itself, in addition to issues that can influence the decisions that the work team will make during the process. Finally, it proposes an adaptation of the Australian model for Brazilian HEIs, stating that each IoC process is unique, continuous, and permanent, and it is important to dialogue with the program, graduate profile, and institutional strategies through related actions.

The second text is entitled "Research Networks in the Internationalization Scenario", written by Cláudia Grabinski, and discusses one of the factors that contribute to the university internationalization process: the creation of collaborative research networks. When developing the concept of networks, it reaches research networks in their power by enabling the sharing and exchange of information, thus expanding knowledge and, consequently, promoting the improvement of the quality of teaching in the HEI. It states that the formation of networks is vital for internationalization and specific actions are pointed in this direction. Finally, he mentions that the institutional gains go far beyond the publication of the results,
reaching the dissemination of new knowledge and the approach of people of different ethnicities. The contribution to scientific development through cooperation promotes important possibilities for internationalization.

Addressing internationalization at the interface of teacher education is proposed by the third text on axis 2 by Maristela Pedrini. Entitled “Competencies for teacher training and Internationalization”, it focuses its analysis on the possibilities of teacher-educating HEIs to be based on pedagogy in constant movement, in the context of the educational challenges of the 21st century. Punctuating lines of the strength of contemporary pedagogy and tensions to be overcome, it also refers to issues that guide universities in the formation of teaching skills, highlighting innovative pedagogical practices and the use of technology. Through an international partnership between the University of Caxias do Sul-UCS and the Finnish University of Applied Sciences (TUAS), it discusses the pedagogical innovation process implemented in the Brazilian HEI in association with internationalization, articulating the areas of graduation, postgraduate, research and extension.

The fourth and final text of axis 2 deals with the internationalization of the curriculum, authored by researchers Elisiane M. Lunardi, Simone da R. M. Gomez and Marilene G. Dalla Corte. Entitled “Institutionalization of linguistic policy for internationalization” contextualizes the constitutive elements and the phases of a linguistic policy in HEI, considering foreign languages as a structuring basis. It states that the multilingual characteristic of knowledge production in the university context, driven by globalization, also requires a multilingual policy, thus guaranteeing full internationalization. It discusses the creation of the Nucleus of Foreign Languages (NuLE) as an institutional body based on quality indicators, examining joint stages that go through the creation, achievement, and evaluation.

The third axis of the work deals with “Internationalization, Cooperation, and Mobility”, opens space for the conception of cooperation as an important factor for the establishment of international networks and flows. The first text is entitled: “Flows of Academic Cooperation for Internationalization” by Egeslaine de Nez. In order to suggest flows for the realization of cooperation, it proposes indicative actions for the development of practices. Carrying out a bibliographic survey with critical analysis, it explains levels, directions, and forms of international cooperation, referring to various institutes, programs, and actions that currently exist that involve global organizations, countries and regions, which operate in specific areas of cooperation. The author focuses on its operationalization, indicating ways on how to internationalize the university.

The second text by Zoraia Aguiar Bittencourt entitled “Academic Mobility, Student Engagement as an Internationalization Strategy” discusses in depth the data on academic mobility in quantitative and qualitative terms. Based on information from CAPES, the regulatory institution for Postgraduate Studies in Brazil, it points out the centrality of internationalization criteria in the evaluation of programs classified as excellent and very good. It outlines a panorama of student mobility experiences, as well as strategies for their
effectiveness, constituting a reference for universities that seek to institute or expand their internationalization plans. In addition, it brings data on the distribution of scholarships in different regions of the country and student movement at a global level. Finally, it discusses academic engagement as a variable of student involvement in the student mobility process; being interesting that it constitutes an institutional strategy.

Axis 4 of the work, which concludes the guide in its passage through the theme, in its various approaches and interfaces, deals with Internationalization at Home - IaH, being composed of four texts. The first by Caroline Baranzeli, entitled “Internationalization Model at Home-IaH” conceptualizes the IaH, bringing essential elements for its understanding. It aims to point out tools that assist in the construction of a formal curriculum with the principles of IaH. Basing the university as a collaborator in the construction and realization of fair and egalitarian democratic processes, it points to IaH, in its formative dimension as a promoter of multicultural experiences for all students. It presents IaH as a tool and not as an objective in itself. Thus, it discusses its characteristics, such as: in addition to international academic mobility - it takes national mobility and intercultural wealth existing in the country as important; use of foreign literature - pointing out the need to establish relationships between the local context and the geographical space in which it was produced; the resource of participation of speakers and guests - suggests the resource of teaching shared between local and foreign teachers. Therefore, the text highlights the specificities of IaH in its international, intercultural, local, regional and global aspects.

The second text entitled “Cognitive and Socioemotional Competencies: strategic possibilities for Internationalization”, written by Letícia Bastos Nunes, deepens the discussion on specificities of the teaching and learning process and the training objectives of students in higher education. It deals with the term competencies, going back to the first writings, as well as the contemporary bases for the current conceptualizations. It moves through legal references such as Curriculum Guidelines, Curriculum Parameters, Common National Curriculum Base, going through understandings about the curriculum and assessment of learning. Focusing on cognitive and socioemotional competencies, one of the important contributions of the text is the indication to the HEIs of the collaborative composition (involving teachers and managers) of Curricular and Socioemotional Matrices that contemplate specific competencies and skills for each undergraduate course, involving all curricular components, in conjunction with institutional goals that consider these specificities in the graduate profile.

The text “Experience-based learning for internationalization” is the third axis proposed by Alexandre Anselmo Guilherme and Cibele Cheron. It discusses the principles of Learning Based on Experience (EBL), its assumptions, and factors that characterize it. The idea that experience and problem solving is the basis for learning is evident, with the active participation of students being privileged, in addition to greater autonomy and awareness of them in the process. It requires a broader and systemic look at the human being, the student, and the world. It also focuses on one of its typologies, Problem-Based Learning (PBL), and on other methods that are indicators to readers of propositions of learning situations that
combine theory with practical circumstances focused on students. Finally, it brings a practical case about the application of the EBL in the discipline of the Undergraduate Psychology course at PUCRS.

Concluding axis 4, as well as the work, the text “Interfaces of Distance Education in Internationalization at Home” written by Adriana Justin Cerveira Kampff, discusses a wide range of questions about quality, organization of distance courses, and digital resources in courses in person. Characterizing Distance Education-Distance Education, and the digital contexts present today, it indicates universities dedicated to the offer of Distance Education courses located in Spain, United Kingdom, and Portugal, founded respectively in 1977, 1969, and 1988, pointing to a global tradition. In addition, it discusses quality based on references required by the Ministry of Education-MEC, the role of teachers, and finally, it indicates internationalization strategies at home with digital technologies.

Thus, it is a recommended reading for HEI managers who seek theoretical and practical references to implement plans and processes of internationalization in their institutions, as well as researchers, teachers, and students of higher education, as it outlines the field of studies on the subject and its diverse interfaces, including the teaching and learning process, which directly involves teaching.