



Corresponding to Author

¹ Renato Pereira Lima de Carvalho State University of Santa Catarina, Brazil
E-mail: renatoplcarvalho@gmail.com
CV Lattes
<http://lattes.cnpq.br/7191574155805785>

² Mario Cesar Barreto Moraes University of Santa Catarina, Brazil
E-mail: mcbmstrategos@gmail.com
CV Lattes
<http://lattes.cnpq.br/2000174312963781>

Submitted: Mar 07, 2021
Accepted: Oct 18, 2021
Published: Oct 30, 2022

[doi: 10.20396/riesup.v10i00.8664364](https://doi.org/10.20396/riesup.v10i00.8664364)
e-location: e024009

ISSN 2446-9424

Anti-plagiarism Check



Distributed on



Internationalization and Higher Education: A Comparative Study Between Brazilian and North American Students' Perceptions on the Reality of Brazilian Higher Education Institutions

Renato Pereira Lima de Carvalho¹ <https://orcid.org/0000-0002-3061-8894>

Mario Cesar Barreto Moraes² <https://orcid.org/0000-0002-0760-8444>

ABSTRACT

In times of global intensification of the internationalization in higher education and its importance for educational institutions, this research addresses this complex theme, exposed to multiple interpretations and perceptions, through an investigation carried out over the convergences and divergences on students' understanding and perceptions on the reality of Brazilian higher education institutions. The research was conducted in four large Brazilian higher education institutions (HEIs) and its domestic and international undergraduate students. The analysis was executed using exploratory, descriptive, analytic, interpretive, and qualitative research. The strategy used for data consolidation and presentation was a comparative study between these two groups. From the results obtained, it was concluded that there is a strong link between internationalization and globalization, as well as mobility, the presence of a foreign language in the activities of IES and partnerships. Although it is maturing, the multiple interpretations for the internationalization of higher education persists. There is an identification of a different perspectives on themes and realities in relation to Brazil and the United States. Foreign students give more importance on Brazil after living in the country. The research showed that Brazilians have the perception that Brazil is behind the global context in higher education, while for North Americans, Brazil is aligned, the most positive perception of North Americans stands out. There is no consensus on the common "end" for university internationalization. The research also demonstrated a perception of a glamorization regarding internationalization of HEIs and that learning a new language is essential for the international education.

KEYWORDS

Higher education. Internationalization. International students. Brazilian higher education institutions.

Internacionalização e Ensino Superior: Um Estudo Comparativo Entre as Percepções de Estudantes Brasileiros e Norte-Americanos Sobre a Realidade das Instituições de Ensino Superior Brasileiras

RESUMO

Em tempos de intensificação global da internacionalização no ensino superior e sua importância para as instituições de ensino, esta pesquisa aborda esse tema complexo, sujeito a múltiplas interpretações e percepções, por meio de uma investigação realizada sobre as convergências e divergências de compreensão e percepções dos alunos sobre a realidade das instituições de ensino superior brasileiras. A pesquisa foi realizada em quatro grandes instituições de ensino superior (IES) brasileiras e seus alunos de graduação nacionais e internacionais. A análise foi realizada por meio de pesquisa exploratória, descritiva, analítica,

interpretativa e qualitativa. A estratégia utilizada para a consolidação e apresentação dos dados foi um estudo comparativo entre esses dois grupos. Dos resultados obtidos, concluiu-se que existe uma forte ligação entre internacionalização e globalização, mobilidade, presença de uma língua estrangeira nas atividades das IES e das parcerias. Embora esteja em amadurecimento, persistem as múltiplas interpretações para a internacionalização do ensino superior. Identificam-se diferentes perspectivas sobre temas e realidades em relação ao Brasil e aos Estados Unidos. Estudantes estrangeiros dão mais importância ao Brasil depois de morar no país. A pesquisa mostrou que os brasileiros têm a percepção de que o Brasil está atrás do contexto global no ensino superior, enquanto para os norte-americanos o Brasil está alinhado, destaca-se a percepção mais positiva dos norte-americanos. Não há consenso sobre o "fim" comum para a internacionalização universitária. A pesquisa também demonstrou uma percepção de uma glamourização em relação à internacionalização das IES e que aprender um novo idioma é essencial para a educação internacional.

PALAVRAS-CHAVE

Ensino superior. Internacionalização. Estudantes internacionais. Instituições de ensino superior brasileiras.

Internacionalización y Educación Superior: Un Estudio Comparativo Entre las Percepciones de Estudiantes Brasileños y Norteamericanos Sobre la Realidad de las Instituciones de Educación Superior Brasileñas

RESUMEN

En tiempos de intensificación global de la internacionalización en la educación superior y su importancia para las instituciones, esta investigación aborda este tema complejo, sujeto a múltiples interpretaciones y percepciones, a través de un estudio sobre las convergencias y divergencias de entendimiento y percepciones de los estudiantes sobre la realidad de las instituciones de educación superior brasileñas. La investigación se realizó en cuatro importantes instituciones de educación superior (IES) brasileñas y sus estudiantes de pregrado nacionales e internacionales. El análisis se realizó mediante investigación exploratoria, descriptiva, analítica, interpretativa y cualitativa. La estrategia para la consolidación y presentación de los datos fue un estudio comparativo entre dos grupos. De los resultados se concluyó que existe un fuerte vínculo entre internacionalización y globalización, movilidad, presencia de una lengua extranjera en las actividades de las IES. Aunque madurando, persisten múltiples interpretaciones para la internacionalización de la educación superior. Se identifican diferentes perspectivas sobre temas y realidades con relación a Brasil y a los Estados Unidos. Los estudiantes extranjeros dan más importancia a Brasil después de haber vivido en el país. La investigación ha expuesto que los brasileños tienen la percepción de que Brasil se encuentra por debajo del contexto global en educación superior, mientras que para los norteamericanos Brasil está alineado, por lo que se destaca una percepción más positiva de los estadounidenses. No hay consenso sobre el "fin" común de la internacionalización universitaria. La investigación también demostró una percepción de glamur con relación a la internacionalización de las IES y el carácter esencial del aprendizaje de un nuevo idioma para la educación internacional.

PALABRAS CLAVE

Educación superior. Internacionalización. Estudiantes internacionales. Instituciones de educación superior brasileñas.

CRediT

- **Recognitions:** Not applicable.
- **Financing:** Not applicable.
- **Conflicts of interest:** The authors certify that they have no commercial or associational interest that represents a conflict of interest with respect to the manuscript.
- **Ethical approval:** Yes.
- **Availability of data and material:** Not applicable .
- **Author's contributions:** Conceptualization, Data curation, Formal analysis, Research, Methodology, Project management, Resources, Supervision, Visualization, Writing - original draft: Cardoso, S. S; Nakamoto, P.T.; revision & editing: Cardoso, S. S; Nakamoto, P.T

Section Editor: Andréia Aparecida Simão

1 Introduction

The internationalization of higher education has intensified globally since the 1990s, with growing participation in strategic institutional planning and university structures. It is a complex process, open to multiple interpretations (KNIGHT, 2004, 2015) and often associated with the insertion of international, intercultural and global perspectives to the purposes, functions and goals of higher education, with a view to achieving academic, socio-cultural, political and economic objectives (KNIGHT, 2004).

The Brazilian academic institutions, as autonomous organizations, define their internal strategies related to this process, which vary according to institutional priorities, available resources and their actors (LEAL, 2020). As Araya and Oregioni (2015, p. 7, our translation) observe, the university identifies itself as an agent and actor of internationalization, has its own logic and political-institutional characteristics, which largely define the form of internationalization management.

The internationalization of universities is measured by global rankings, each ranking has a way of analyzing the internationalization of universities and has pre-established criteria for ranking universities. Knight (2015), shows for example the Times Higher Education (THE) ranking, which has three main indicators to rank universities: (a) Proportion of international students; (b) Proportion of international professors; (c) Proportion of scientific articles published with at least one international researcher. The author states that although these indicators are relevant, they end up narrowing the definition of internationalization, because they do not represent the wealth that other indicators have for the internationalization of a university. In this context, the exchange programs that will be researched play a role in the indicators (a) and (b), but are not limited to these, and may also present other characteristics that help in internationalization and interculturality of the host university (LEAL et al., 2017).

2 Higher Education in Brazil and Internationalization

The process of building Brazilian higher education is considered undeveloped comparing with the rest of the world and even with neighboring countries such as the Latin American ones. Stallivieri (2017) points out that this reflects that the process of internationalization in Brazil, had actions of promotion and incentive growing only since the years 2000. The first schools of higher education in Brazil were founded when the Portuguese royal family arrived, before that the dominant classes were educated exclusively in Europe, but as Teixeira (1969) states, there was no interest on the part of the ruling elite in creating universities in Brazil. The first institutions of higher education in Brazil appeared only in the 19th century, adopting the Napoleonic model of professional training in engineering, medicine, and law (LAUS; MOROSINI, 2005).

Despite its late development, Brazil currently has one of the best higher education systems in Latin America, data from the latest census of higher education show that the country has 2,448 Higher Education Institutions, with more than 8 million students enrolled in undergraduate programs (BRAZIL, 2018).

Neves (2015, as cited KALNIN, 2016) states that there are four main characteristics in Brazilian higher education today:

- The coexistence of private and public HEIs;
- The timorous differentiation between higher education offerings;
- The financing model that compromises the expansion of enrollment and curbs social inclusion;
- The federal system's emphasis on policy formulation, supervision, control, and evaluation of private and public systems by the Ministry of Education.

For Coelho (2005), it is necessary to consider the development of higher education and its relationship with the development of social, political, and economic environments. Each historical, political, and social transformation has brought new conceptions and new demands to education.

3 Internationalization

Currently, the HEIs that install and develop their internationalization processes must invest in the qualification of their administrative, teaching and student body, through actions and training offers in partnership with international institutions. According to Stallivieri (2017), in the contemporary world, there is a great increase in internationalization and international cooperation activities resulting from the process. This expansion is understood through quantity, quality, volume, scope and goals. There is a reaction to the effects of globalization, which can be observed in congresses, events, exchange programs, and also in the field of scientific research (LEAL, 2020).

Internationalization is a term that has different meanings for different people. The importance of internationalization in the dimension of higher education in the last three decades has led the term to be a word of effect that intends to describe anything that can be remotely linked to global, intercultural, worldwide or international, Knight (2012) points out that in this way, the term risks losing its true meaning and direction. For many, internationalization is the multiculturalization or globalization of the curriculum and learning process, is also seen as a means to improve national and international rankings, in order to recruit the best and brightest international students, researchers and professors. These definitions focus on internationalization as a means and not as an end or goal, but the common "end" is still unknown, and can be better rankings, more revenue, more power, more competitiveness, and more business opportunities.

The international exchanges related to education and globalization, demonstrate a growing process of internationalization. For Bertel (2003), there are several ways to carry out internationalization: presence of foreign students, researchers and teachers, international agreements with organizations and other foreign HEIs, concessions and partnerships and international cooperation for research, international associations involving consultancy for foreign HEIs, international cooperation between schools, councils, university faculties, international curriculum immersion, among others. Internationalization covers multiple activities, programs and services that fall within the scope of studies, international educational exchange and technical cooperation (ARUM and VAN DE WATER, 1992).

For De Wit and Hunter (2015), the dual role of internationalization in advancing cooperation between international institutions, but also in advancing competition between them, is a new reality in the globalized world. The globalization of society and the dynamics of higher education in this globalized society is one of the reasons for the importance of developing internationalization. There is a complex relationship between globalization and internationalization of higher education. The distinction between globalization and internationalization is not final, they complement each other and are correlated in several ways. Internationalization is closer to a well-established international tradition of cooperation and mobility and the values of quality and excellence; on the other hand, globalization refers to greater global competition, putting higher education on a challenging level. The authors also point out that often the term globalization is seen as "evil" and internationalization as "good". Internationalization is more related to human ideas, against a world more focused on the economic benefits that would be represented by the term globalization (DE WITT AND HUNTER, 2015).

The research has exploratory, descriptive, analytical, interpretative, and qualitative approach. The strategy adopted to consolidate the research was a comparative study between two groups, to be developed in the contexts of certain institutions and their undergraduate students. The comparative study aims to understand the dynamics that emerge in specific contexts and to understand complex social phenomena (YIN, 2001). To this purpose, primary and secondary data were collected through interviews, questionnaires, observation of the audience and bibliographic and documentary analysis. This research has the finality to understand the convergences and divergences on students' understanding and perceptions on the reality of Brazilian higher education institutions.

For Bryman (2004), the qualitative surveys focus on individuals and have more methodological malleability, producing as result, the reflex of what participantes consider important in the phenomenon researched. Thus, they represent opinions and perspectives of the participants of the study considering the contextual conditions in which they live (YIN, 2016). Gray (2012) states that this type of research approach advances in a non-linear manner, and that at first there is a conceptual narrative on the subject researched, then the questions of the research are elaborated so that consequently there is the definition of the units of analysis.

The selected higher education institutions are in the South and Southeast regions of Brazil, where there is a higher concentration of income, higher education, and lower rates of violence, in addition to having large urban and tourist centers such as Florianópolis, Rio de Janeiro and São Paulo.

4 Questions and Results

The field research was conducted with two distinct audiences, seeking to find their different perceptions regarding the objectives and objects of this research. Given the current context between March and September 2020, where social isolation and many uncertainties in the field of higher education are faced, especially in the internationalization of HEIs and mobility, the interviews were conducted in a virtual form, via telephone or by filling out the form on the part of the participant, with or without the accompaniment of the researcher. The total amount of participants were 35 Brazilian students and 67 North American students.

Question 1: How would you conceptualize internationalization in higher education?

This question was asked to understand the different conceptions about internationalization in higher education, from the literature raised, there is still a very diversified understanding of the subject and there is also a tendency to equate internationalization with international academic mobility. In the chart below is a cutout of the responses collected.

Table 1. Answers to question 1

Brazilian Students
"... the true "universalization" of university environments".
"...coexistence of students from different cultures".
"...social, economic, political and cultural exchanges".
"...exchange of cultural, economic and knowledge values".
"...classes with foreigners and thus enabling new discussions".
"...exchange opportunities for students and/or teachers...".
"...partnership with universities abroad".
"...experiences and contact with people from abroad...".
"...bilateral exchange agreements...".
"...encouragement of language learning...".
"...international system of cooperation...".
"...set of activities, such as mobility and exchange of students and teachers and collaboration between institutions...".
"...contact with other ideas and cultures...".
"...mobility and training for students and teachers...strong presence of the globalization phenomenon of our times...".
"...exchange of knowledge, development of partnerships, scientific research...".
"...process involving international cooperation, development of collaborative research and extension projects, development of high-quality research with international reach, academic exchange, etc".

North American Students

"Internationalization in higher education is moving away from United States citizens' ethnocentrism and providing a basis for international relations in the future".

"...increasingly globalized world. The more internationalization is introduced to higher education the more knowledgeable world citizens we become".

"...you understand how the world works and the importance of international business...".

"Sharing culture and knowledge with individuals who have a completely different background than you...".

"This is one student traveling from their home country to another country to study for a temporary period".

"The notion that students (and faculty) need to be prepared for an increasingly multicultural world in which major innovations will happen across countries not within them. Global cooperation is more important than ever before".

"Exposing students to various cultures in order to broaden their horizons and allow for a more worldly individual post-study".

"Collaboration between people raised in different cultures".

"Pure integration / exchange of cultures for students and a framework of mutual trade/celebration of diversity in the environment".

"...experience different cultures, languages, political and even economical aspects. This acquisition of knowledge represents internalization".

"...process of creating connections with partner institutions, organizations, and individuals on an international scale".

"...study abroad, having international students on my campus, global themes in all classes, personal travel, international faculty".

"...global exchange of academia and experience with the aim of developing culturally-competent students and civil leaders".

"...respecting, learning about, and interacting with people from other cultures or different backgrounds".

"...collaborate across universities from different countries in terms of research, projects, or other activities".

"...is a consequence of globalization...".

"...internalization in higher education is having more ties between countries in many ways...".

"...is exposing students to a new culture and world views..".

"It allows connection around the world and opens up communication of different countries to come together"

"...the ability of a University to work with other institutions around the world, on projects and other joint work".

"...education is cross-cultural and cross-national learning..."

"...SSAP programs, sports and sport scholarships, and just people who come from one country and have gained citizenship in another".

"...how many international students are enrolled in a university".

"The percentage of international students in the demographics...".

"...how many international students are enrolled in a university. The more international students, the more internationalized a university".

"Cooperation. Give and take".

"I think internationalization is conceptualized primarily as mobility".

"Interaction with people from other countries and languages, immersion in cultures and environments outside ones comfort zone".

Source: Elaborated by the authors based on the responses, 2021.

With the answers from Brazilian students, we can find that universalization of university environments, coexistence with different cultures, social exchanges and knowledge are topics that are often commented. Courses with foreign students, as well as mobility of students and teachers. Partnerships and bilateral agreements between universities. Encouragement of language learning, mobility, training of teachers and students, research in international partnerships.

Regarding the North Americans, there are highlights to the escape from American ethnocentrism and openness to international relations in the future. The formation of global citizens. Sharing languages, cultures and stories with different cultures and backgrounds. Academic mobility appears in several ways, such as trips abroad for studies and increasing international students on campuses. The notion that teachers and students should be more prepared for an increasingly multicultural world. International/global cooperation and connection. Collaborative and international research. Consequence of globalization.

Regarding the convergences in the groups' responses, it is observed that both groups discussed about the involvement and commitment of the HEIs with internationalization as a whole, students, teachers, technicians and the whole community and infrastructure of the HEIs involved and responsible for the internationalization process. It was also possible to show great divergence between the concepts, which are not exclusive, but complementary, it was possible to find several concepts for internationalization, such as: mobility, number of international students on campus, classes in foreign language, cultural exchange, partnerships and cooperation, globalization, universality, among others. As Knight (2012) points out, internationalization is a term that has different meanings for different people. The importance of internationalization in the dimension of higher education in the last three decades has led the term to be a word of effect that intends to describe anything that can be remotely linked to global, intercultural, worldwide, or international.

Question 2: In what way has the internationalization contributed to your education?

This question was asked to find what value and contributions the internationalization of where they study has added to their education.

Table 2. Answers to question 2

Brazilian Students
"I had the opportunity to see my own country and its socioeconomic issues contrasted with the reality of US academics, which helped me to have a new perception of reality.
"I had the opportunity to see my own country and its socioeconomic issues contrasted with the reality of the international students, which helped me to have a new perception of reality.
"It has contributed to the practice of English, exchange of information about universities,

courses and countries/city. Conversations about the undergraduate course and possibilities to study abroad".

"Being assessed by a teacher from a foreign university for both essays and discussions and presentations definitely contributes to my development.

"I believe it is also important that students have contact with local students to get an idea of situations through people who have experienced it and who can also contribute to the formation of international students".

"It didn't add anything to my education".

"I was able to have a view of Brazilian literature from the North American view, which was very interesting and helped to broaden horizons".

"It has ensured a more empathic and insightful look at the search for opportunities through broader perspectives".

"It was great to have contact with exchange students from different countries. I changed several opinions I had and made some friends".

"...unique opportunity to develop my skills in the language I study, French, to improve my performance as a teacher, to enrich my cultural and social knowledge of the French community through a total immersion in this society.

"...to strengthen my English...".

"The participation was of utmost importance for my learning and contact with a culture different from mine, besides serving as an inspiration for my own exchange that I have not yet realized".

"A greater notion of culture and multiculturalism, and also pedagogical practices. The pedagogical practices with which I was taught a foreign language in the exchange were, in my point of view, more effective than what I learned in my HEI, and this made me reflect what my practices will be when I am a foreign language teacher".

North American Students

"Made me really appreciate when exchange students came to my university in the US.

"Gave me a lasting connection to Brazil, and some lasting friendships".

"It helped me decide on a higher education program to pursue!".

"Opened up my mind on how to do things differently simply by seeing how people from a different country does these same things...".

"It has definitely changed my coursework work (international relations/political science) to be more based in Latin American/Brazilian focused".

"It have made me a more well-rounded person. I am more adaptable as well".

"...opened me up and broke down communication barriers I had previously experienced".

"...study another countries social inequalities which gave me greater insight to the social inequalities within my own community".

"...helped me in my career progression, as I had to help many Portuguese speaking clients".

"...helped me to get a different perspective of the world and of education in general".

"...I developed cross-cultural communication skills, greater patience, a different perspective on my host country of Brazil, and I learned about issues facing both Brazil and the United States that I would not have had exposure to without my experience abroad".

"My participation has broadened my understanding of the world, grooming me as a 'global citizen' who knows a little bit about other countries and recognizes some of our similarities, differences and inter-dependencies".

"Because of my exchange experience, I was able to apply for a prestigious scholarship awarded from the U.S. government, to continue language studies. I was also able to get a job in international education and assisting students to also study abroad".

"I am leaving the US once the Covid-19 travel restrictions are lifted globally to earn my master's degree because of how positive my experience was in Brazil".

"it gave me the courage to take risks. It is not that I was not able to go abroad before studying abroad, but I was not sure whether I wanted to further extend my studies and then work abroad and now it is something that I am sure of, and I probably will".

"...given me new contacts and networking opportunities, and put awesome experiences on my resume that help me stand out".

"I was able learn more in a different country I spent 10 months in than 16 years of school in my own country. That is higher education".

Source: Elaborated by the authors based on the responses, 2021.

From the responses of Brazilian students, one can highlight the practice and strengthening of the English language in the forms of interaction with foreign students and classes taught in English. In addition, some respondents also pointed out that it may also have influenced the training of international students. Identification of a different perspective on themes and realities in relation to Brazil and the United States. There is also the question of broadening horizons and opening opportunities for a possible exchange abroad. The enrichment of cultural and multicultural notion is also raised by the respondents. In contrast to the rest of the answers that demonstrated at least one contribution to their education, one of the answers states that participation did not add anything to it.

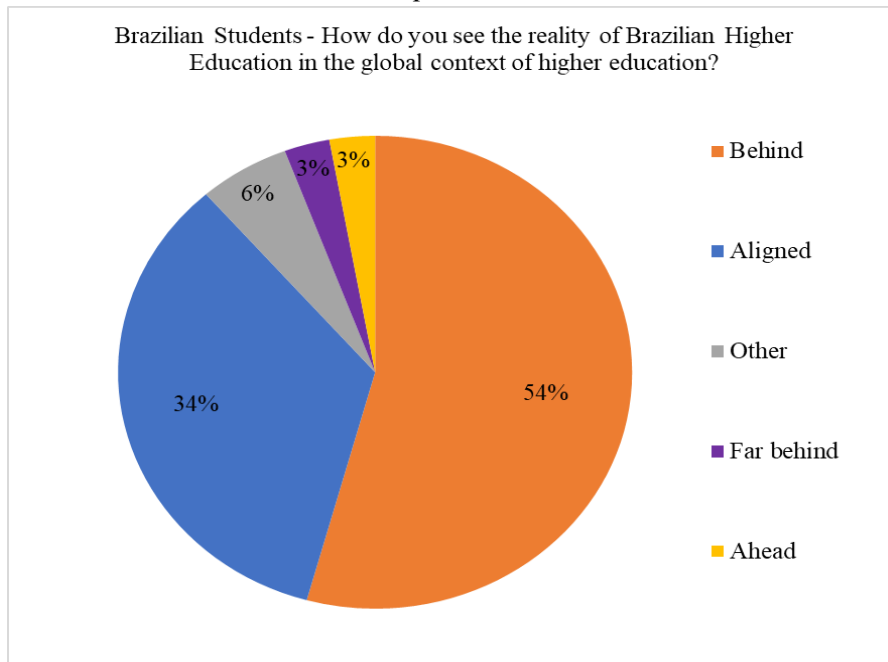
As far the North American students, it can be seen that it has given the respondents a new direction in academic life, focusing on studies related to Latin America and Brazil. The development of soft skills, or interpersonal skills, such as adaptability, flexibility, multicultural communication, courage to take risks and patience are also identified. Learning and confidence in using the Portuguese language also appear frequently in the answers. Learning about the country itself and how it is seen abroad. Development of the feeling of "global citizen" and inspiration to pursue an international career.

In what concerns the influence in the formation, learning and perception of foreign students, Brazilian students act as agents of the exchange of cultures and languages. Araya and Oregioni (2015) observe that there are agents and actors of internationalization. The agents and actors may be the same individual because Brazilian students also comment that they acquire new perceptions about their own reality, in this case they are actors, but when they demonstrate to foreign students a new perspective on their reality, Brazilians act as agents.

Question 3: How do you see the reality of Brazilian higher education in the global context of higher education?

This question was put in order to understand the perception of the interviewees regarding the reality of Brazilian Higher Education compared to the global context in which it is inserted. For a better reading of the results, they will be presented in graphs, as follows.

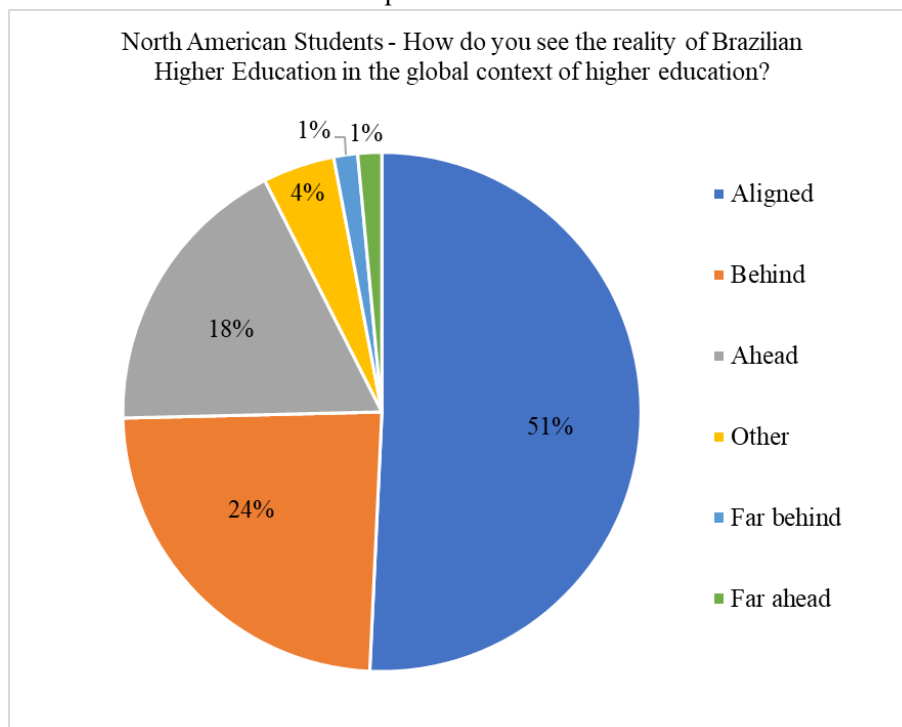
Chart 1. Answer to question 3 Brazilian students



Source: Elaborated by the authors based on the responses, 2021.

For most Brazilian respondents, Brazilian higher education is behind its global peers, 34% place it is aligned and the smaller portion places it as far behind or ahead.

Chart 2. Answers to question 3 North American students



Source: Elaborated by the authors based on the responses, 2021.

For North American students, half the group considers that Brazilian higher education is aligned with the global context, 24% consider it is behind and 18% put Brazilian higher education ahead.

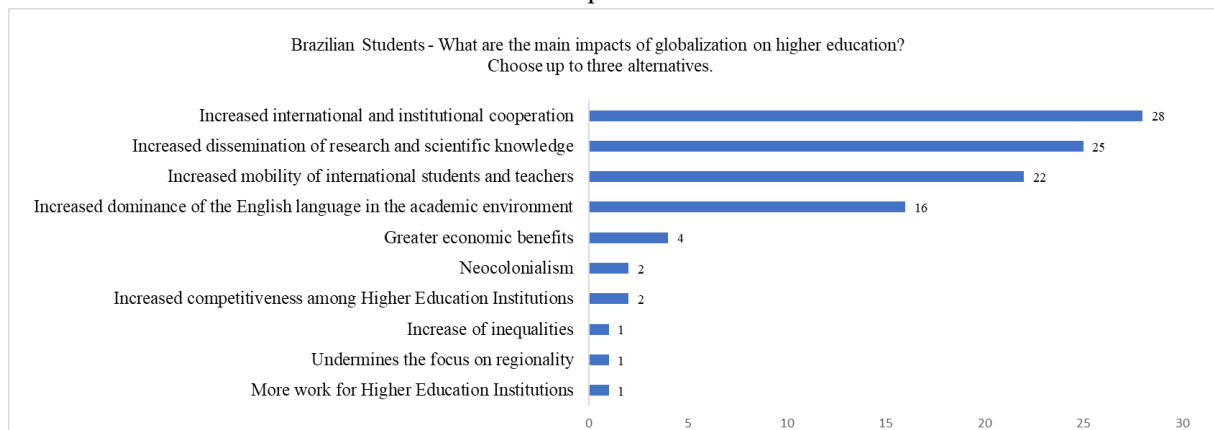
According to Stallivieri (2017), the late start of construction before its global peers set Brazil behind them in a matter of development. Teixeira (1969), states that before the universities were founded with the arrival of the royal family in the 19th century, the elite who held power were educated exclusively in Europe.

The view of North American students is more positive about this topic. To understand this distinct vision between Brazilians and foreigners, one can link it to the concept of the mongrel complex, which was expressed by Nelson Rodrigues (2003), as the position of inferiority that the Brazilians voluntarily place themselves in relation to the rest of the world, according to them, in all sectors.

Question 4: What are the main impacts of globalization on higher education? Choose up to three alternatives.

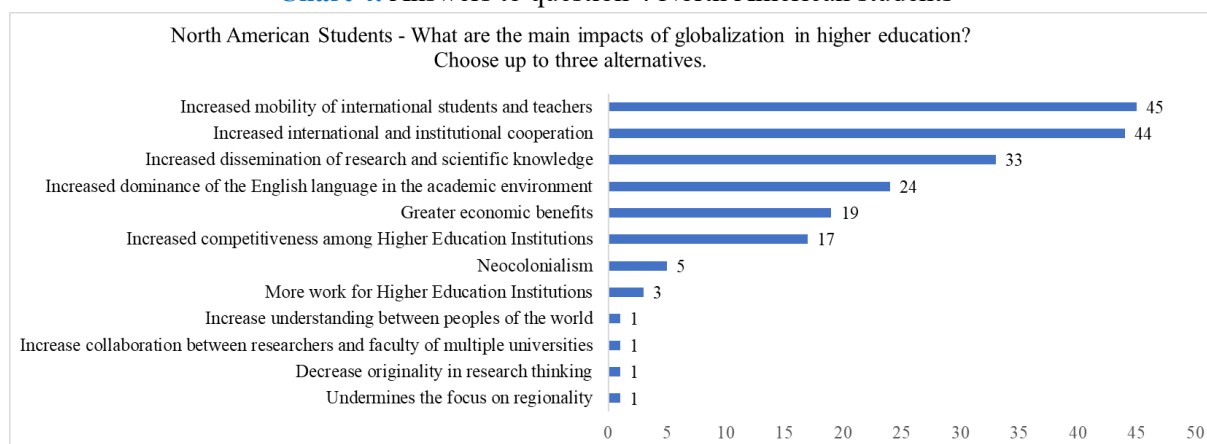
This question was asked to understand each group's perception of the impacts caused by globalization in higher education. For a better reading of the results, they will be presented in graphs as follows.

Chart 3 - Answers to question 4 Brazilian students



Source: Elaborated by the authors based on the responses, 2021.

When it comes to the most selected alternatives, we have: greater international and institutional cooperation, greater mobility of students and teachers, and greater dissemination of research.

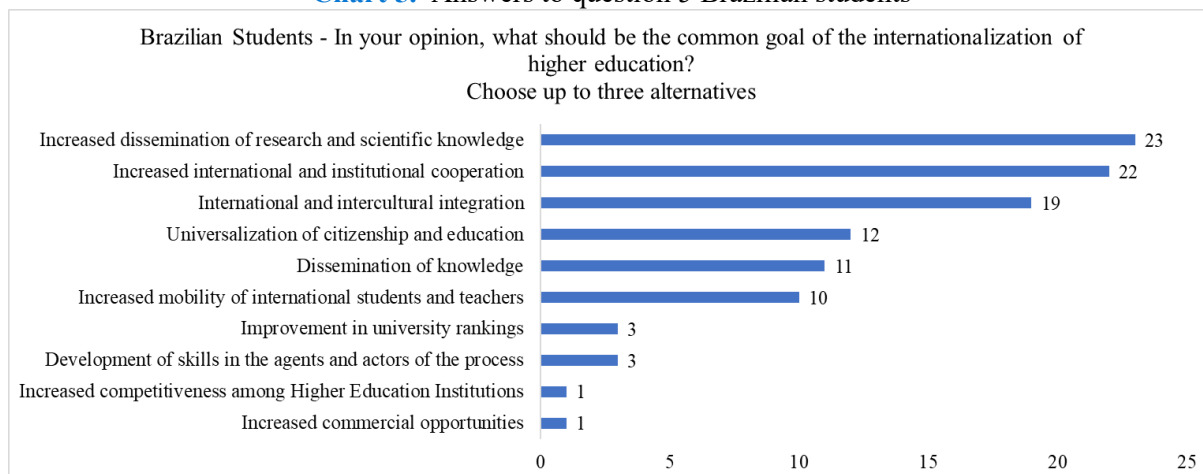
Chart 4. Answers to question 4 North American students

Source: Elaborated by the authors based on the responses, 2021.

There was unanimity among the groups on the three main impacts, with greater international and institutional cooperation, greater mobility of international students and teachers and greater dissemination of research and scientific knowledge.

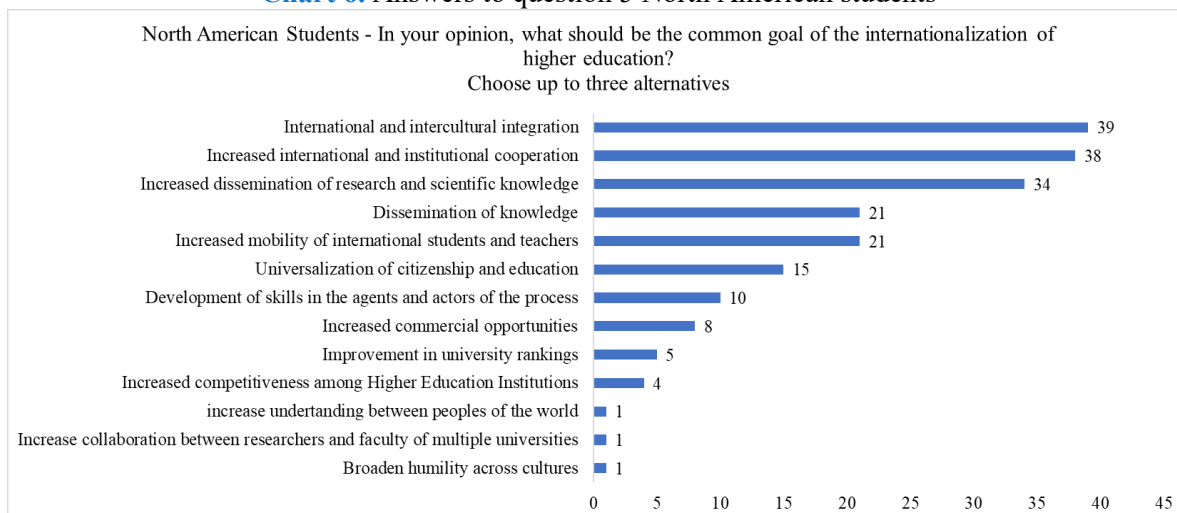
For Stallivieri (2017), as a reaction to the effects of globalization, there was an increase in international cooperation activities, this can be observed in congresses, events, exchange programs, also in the field of scientific research. De Wit and Hunter (2015), put that globalization and the dynamics of higher education in this globalized society is one of the reasons for the importance of developing internationalization.

Question 5: In your opinion, what should be the common goal of the internationalization of higher education? Choose up to three alternatives.

Chart 5. Answers to question 5 Brazilian students

Source: Elaborated by the authors based on the responses, 2021.

Regarding the Brazilian students, the most selected options were greater international and institutional cooperation, greater mobility of international students and teachers, greater dissemination of research and scientific knowledge, and international and intercultural integration.

Chart 6. Answers to question 5 North American students

Source: Elaborated by the authors based on the responses, 2021.

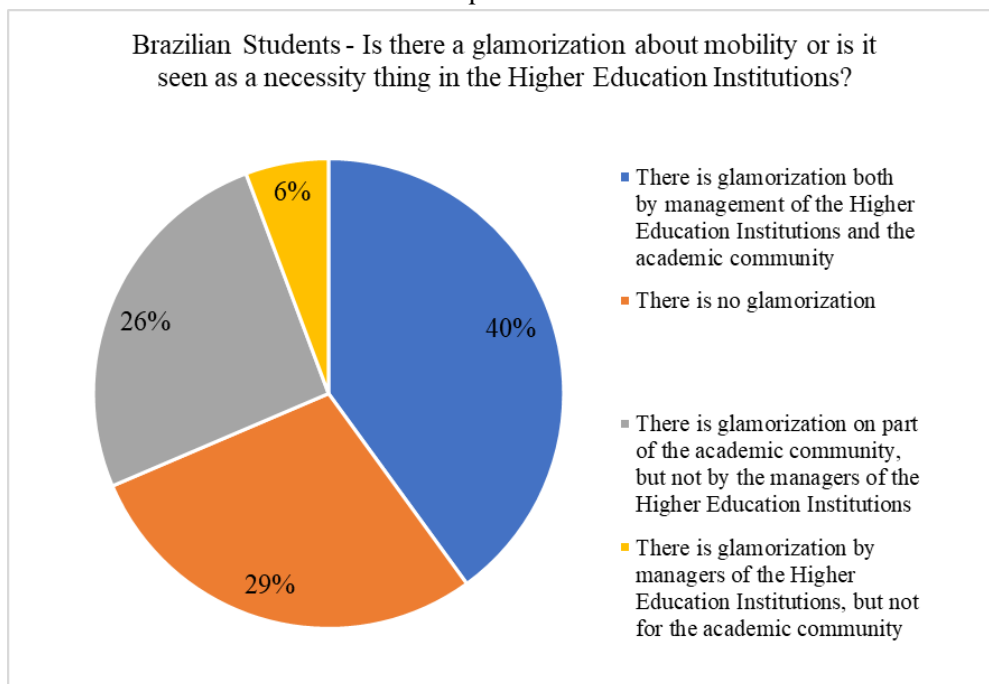
The alternatives most selected by the groups are similar, these were: greater international and institutional cooperation, greater mobility of international students and teachers, greater dissemination of research and scientific knowledge, and international and intercultural integration.

Knight (2012), points out that with the more recurrent gain in importance and appearance of the term "internationalization of higher education" in the last three decades, the term has been used to describe anything that can be remotely linked to global, intercultural, worldwide or international. In this way, all the alternatives selected by the interviewees constitute means for internationalization, but there is still no consensus for a common "end" to internationalization.

Question 6: Is there glamorization about internationalization or is it seen as a necessity at Higher Education Institutions?

This question was made to identify their understanding of the idea that internationalization is a glamorous act by society and HEIs. For a better reading of the results, they will be presented in graphs, as follows

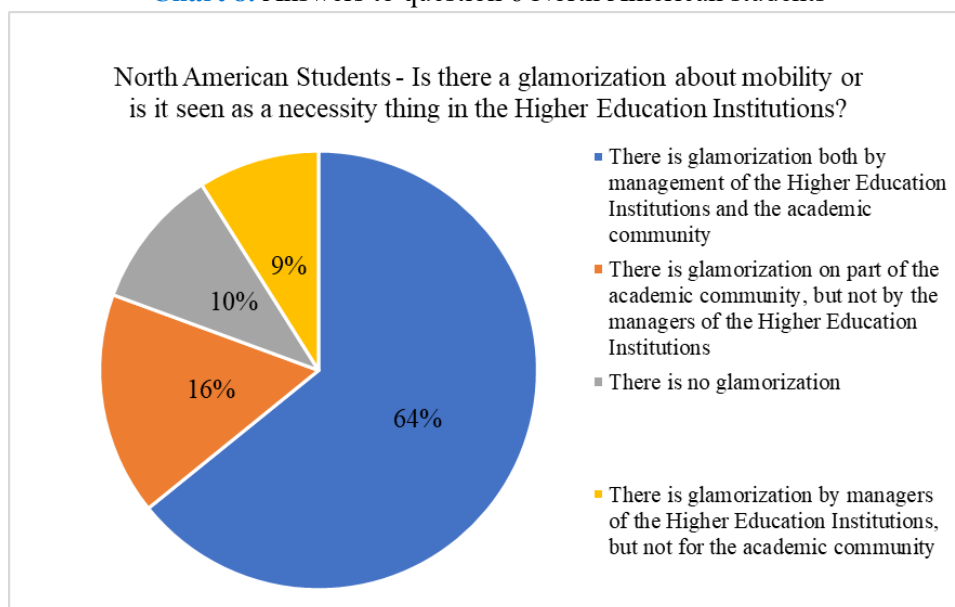
Chart 7. Answers to question 6 Brazilian students



Source: Elaborated by the authors based on the responses, 2021.

For most respondents of the Brazilian student’s group, there is glamorization by the academic universe and its managers, and for some respondents there is no glamorization.

Chart 8. Answers to question 6 North American students



Source: Elaborated by the authors based on the responses, 2021.

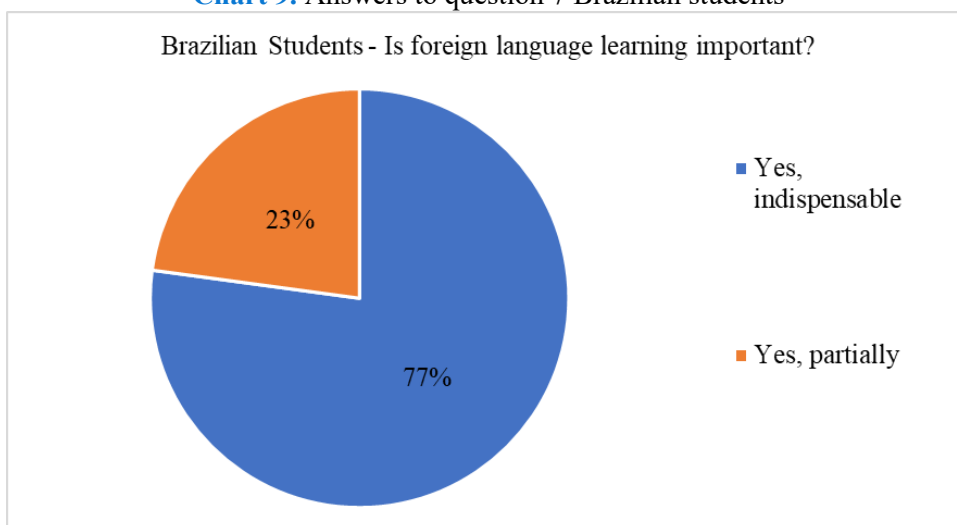
For most of the North American students there is glamorization by the management and the academic community, and to a lesser extent only for part of the management of the HEIs. There are responses in many ways, for most respondents there is glamorization by some or both (HEI management and academic community).

For Freitas (2009), there should be no room for an ideological bias blocking internationalization actions, as these are not just an isolated and glamorous act, but a necessity for societies and HEIs.

Question 7: Is foreign language learning important?

This question was asked to both groups in order to understand perceptions of the importance of learning a foreign language. For a better reading of the results, they will be presented in graphs as follows.

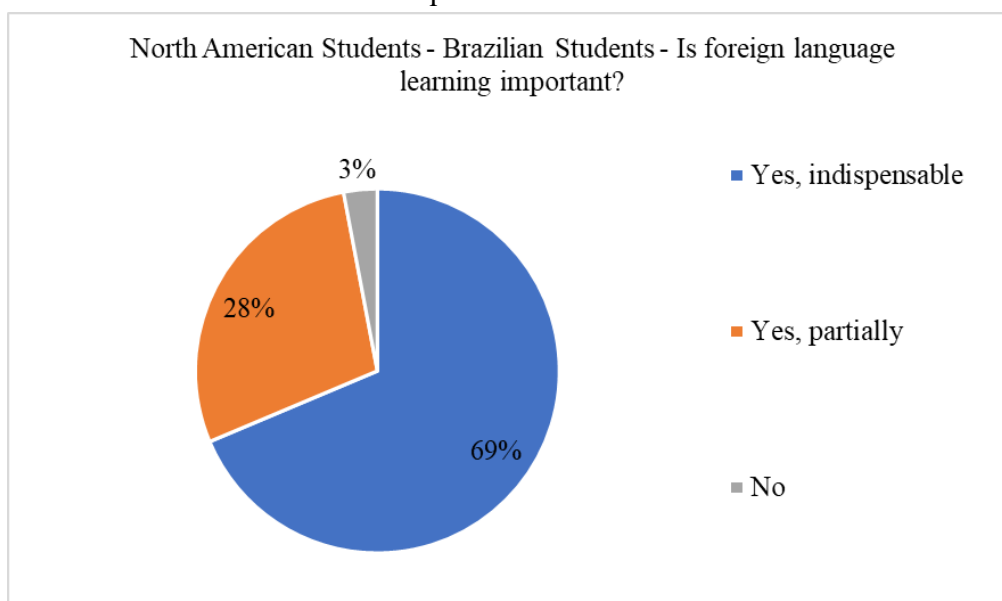
Chart 9. Answers to question 7 Brazilian students



Source: Elaborated by the authors based on the responses, 2021.

Regarding the Brazilians, 77% find it indispensable and 23% placing as partially.

Chart 10. Answers to question 7 North American students



Source: Elaborated by the authors based on the responses, 2021.

As for the North Americans, 69% say it is indispensable, 28% partially and 3% as not important. The great majority of the answers point in the direction that foreign language learning is indispensable. One of the groups consists in only North American students, therefore native speakers of the dominant language in the global economy and academia, English, so it is curious to see a small portion considering foreign language learning as dispensable.

Language learning is the main motivating factor for the academic mobility experience. This factor also affects the choice of destination country, having as great destinations the countries with the most spoken languages in the world, many of these destinations being countries colonized by the countries of origin of the language, not always the colonizing countries are the main destination. The strength of the English language in the academic and professional environment is undeniable, so there is a very large flow of students to the USA and England, but the opposite movement remains shy. In the context of receiving students in Brazil, even though Portuguese is not among the most spoken languages in the world, the similarity with Spanish, which many students and academics have mastered, ends up motivating students to come to the country, because in this way they learn another language with a more solid basis for the beginning of learning (OLIVEIRA; FREITAS, 2016).

To consolidate and allow a systemic understanding of the results of the closed questions in this research, the following table was elaborated, gathering and consolidating the content of the questions that were answered by both groups.

Table 3. Consolidation of closed questions

	Brazilian	North American
Q3: How do you see the reality of Brazilian higher education in the global context of higher education?	Behind	Aligned
Q4: What are the main impacts of globalization on higher education?	Increased international and institutional cooperation	Increased mobility of international students and professors
Q5: In your opinion, what should be the common end of the internationalization of higher education?	Increased dissemination of research and scientific knowledge	Increased international and intercultural cooperation
Q6: Is there glamorization about internationalization or is it seen as a necessity at Higher Education Institutions?	Yes	Yes
Q7: Is foreign language learning important?	Yes	Yes

Source: Elaborated by the authors based on the responses, 2021.

As shown in the table above, both groups presented similar answers to commonly answered questions. There is divergence between them in 3 questions out of a total of 5. Specifically, the most striking divergences of opinion are regarding the perception of the interviewee regarding Brazilian higher education in the global context (question 3); regarding the main impacts of globalization on higher education (Question 4); and the common end of internationalization of higher educations (Question 5).

5 Conclusions

Given the plurality of definitions for internationalization of higher education, which is often confused as a synonym for globalization, this research shows that there is a strong link between internationalization and globalization, as well as mobility, the presence of a foreign language in the activities of IES and partnerships. Although it is maturing, the multiple interpretations for the internationalization of higher education persists. It is worth mentioning that there was unanimity among the groups on the three major impacts of globalization on higher education, being them greater international and institutional cooperation, greater mobility of international students and teachers, and greater dissemination of research and scientific knowledge.

There is an identification of a different perspectives on themes and realities in relation to Brazil and the United States. The issue of broadening horizons and opening opportunities for a possible exchange abroad is also found. The enrichment of cultural and multicultural notion is also posed by the respondents. For foreign students, in this case, active players in the process, the perception of gain in education is a new direction in academic life, focusing on studies related to Latin America and Brazil. The development of soft skills, or interpersonal skills, such as adaptability, flexibility, multicultural communication, courage to take risks and patience, was also identified. Learning and confidence in using the Portuguese language also appear frequently in the answers. Learning about the country itself and how it is seen abroad. Development of the feeling of "global citizen" and inspiration to pursue an international career. Foreign students also place more importance on Brazil after living in the country. Activities that are often perceived as not very relevant, such as living with local students, have demonstrated great value to both Brazilian and foreign students.

On the perception of how the reality of Brazilian higher education is seen in the global context, Brazilians have the perception that Brazil is behind the global context in higher education, while for North Americans, Brazil is aligned, the most positive perception of North Americans stands out. As for this distinct vision between Brazilians and foreigners, one can link it to the concept of mongrel complex, which was expressed by Rodrigues (2003), as the position of inferiority that the Brazilians voluntarily places themselves in relation to the rest of the world, according to him, in all sectors.

There is no consensus on the common "end" for university internationalization, the actions of mobility, research, relations, are considered as means, but there is consensus among the groups interviewed on the common "end" to be focused on greater international and institutional cooperation, greater mobility of international students and teachers, greater dissemination of research and scientific knowledge, and international and intercultural integration.

There's a perception that there is a glamorization about international academic mobility and internationalization, that is in line with what is found in the theoretical foundation. The foreign language learning is considered essential for both groups.

References

ARAYA, J. M.; OREGIONI, M. S. **Internacionalización de la universidad en el marco de la integración regional**. 1 ed. Libro digital: RIESAL, 2015. ISBN 978-987-28063-9-2.

ARUM, S.; VAN DE WATER. J. The Need for a Definition of International Education In U.S. Universities. **Bridges to the Futures: Strategies for Internationalizing Higher Education**. Association of International Education Administrators. Illinois, Chapter 12, p.191-203, August 1992.

BARTELL, M. Internationalization of universities: a university culture-based framework. **Higher Education**, Winnipeg, v.45, p.43-70, January 2003. Available on: <http://www.jstor.org/stable/3447513>. Access on: Mar 07, 2021.

BRASIL. **Censo da Educação Superior**. Available on: <http://portal.inep.gov.br/web/guest/censo-da-educacao-superior>. Access on: Jan 8, 2020.

BRYMAN, Alan. **Quantity and quality in social research**. 2. ed. London: Routledge, 2004. ISBN 0-415-07898-9.

COELHO, I. M. A universidade, o saber e o ensino em questão. In: VEIGA, Ilma P.A.; NAVES, Marisa L. P. (Orgs). **Currículo e Avaliação na Educação Superior**. Araraquara: Junqueira & Marin, 2005. ISBN 9788586305276.

DE WIT, H.; HUNTER, F. Trends, issues and challenges in internationalisation of higher education: where have we come from and where are we going? **Routledge Handbook of International Education and Development**, New York, p.340-358, 06 August 2015. Available on: <https://www.routledgehandbooks.com/doi/10.4324/9781315797007.ch25>. Access on: Mar 07, 2021.

FREITAS, M. E. de. A mobilidade como novo capital simbólico nas organizações ou sejam os nômades? **Organização & Sociedade**, Salvador, v.16 - n.49, p. 247-264 - Abril/Junho, 2009. Available on: <https://www.scielo.br/j/osoc/a/PJ4BTFW8CWj5kVNVqSvjVrc/?lang=pt&format=pdf>. Access on: Mar 07, 2021.

GRAY, David. **Pesquisa no mundo real**. 2. Ed. Porto Alegre: Penso, 2012. ISBN 9788563899286.

KALNIN, Guilherme. **Avaliação do ensino superior**: uma análise comparativa entre o sistema de avaliação brasileiro e um sistema internacional de acreditação. 347p. Dissertação (Mestrado em Administração). Universidade do Estado de Santa Catarina, Florianópolis, 2016. Available on: <https://sistemabu.udesc.br/pergamumweb/vinculos/000023/0000236f.pdf>. Access on: Mar 07, 2021.

KNIGHT, Jane. Internationalization remodeled: definition, approaches, and rationales. **Journal of Studies in International Education**, v. 8, n 1 p. 5-31,2004. Available on: <http://www.theglobalclass.org/uploads/2/1/5/0/21504478/rationale.pdf>. Access on: Mar 07, 2021.

KNIGHT, Jane. Student mobility and internationalization: trends and tribulations. **Journal of Research in Comparative and International Education**. v. 7, n.1, p.20-33 2012. Available on: <https://journals.sagepub.com/doi/10.2304/rcie.2012.7.1.20>. Acesso em: Mar 07, 2021.

KNIGHT, Jane. International universities: misunderstandings and emerging Models? *Journal of Studies*. In: **International Education**, v. 19, n. 2, 2015. Available on: https://www.researchgate.net/publication/276101103_International_Universities_Misunderstandings_and_Emerging_Models. Access on: Mar 07, 2021.

LAUS, Sonia; MOROSINI, Marilia Costa. Internacionalización de la educación superior en Brasil. In: DE WIT, H. et al. (Eds.). **Higher education in latin america: the international dimension**. 1. ed. Washington, DC: The World Bank, 2005. ISBN 0-8213-6209-7.

LEAL, Fernanda. **Bases epistemológicas da concepção dominante de ‘Internacionalização da educação superior’ no Brasil**. Tese (Doutorado em Administração). Florianópolis: Universidade do Estado de Santa Catarina, 2020.

LEAL, Fernanda; STALLIVIERI, Luciane; MORAES, M. Indicadores de internacionalização: o que os Rankings Acadêmicos medem?. **Revista Internacional de Educação Superior**, 2017. Campinas, v.4 p.52-73, set/dez, 2017. Available on: <https://periodicos.sbu.unicamp.br/ojs/index.php/riesup/article/view/8650638>. Access on: Mar 07, 2021.

OLIVEIRA, Adriana Leonidas. De; FREITAS, Maria Ester. **Motivações para mobilidade acadêmica internacional**: a visão de alunos e professores universitários. *Educ. rev.* vol.32 no.3 Belo Horizonte. 2016. Available on: <https://www.scielo.br/j/edur/i/2016.v32n3/>. Access on: Mar 07, 2021.

RODRIGUES, Nelson. **À sombra das chuteiras imortais**. São Paulo: Companhia das Letras, 1993. ISBN 85-7164-320-2.

STALLIVIERI, Luciane. **Internacionalização e intercâmbio**: dimensões e perspectivas. Curitiba: Appris, 2017. ISBN: 9788547304249.

TEIXEIRA, Anísio. **O Ensino Superior no Brasil** – análise e interpretação de sua evolução até 1969. Rio de Janeiro: Fundação Getúlio Vargas, 1969. ISBN : 9788571082861

YIN, Robert. **Estudo de caso: planejamento e métodos**. 3 ed. Porto Alegre: Bookman, 2005. ISBN: 8536304626.

YIN, Robert. **Pesquisa qualitativa: do início ao fim**. Porto Alegre: Penso, 2016. ISBN 9781606237014.