

Internationalization of Higher Education



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Published: 11 Aug 2021

[doi> 10.20396/riesup.v7i0.8666525](https://doi.org/10.20396/riesup.v7i0.8666525)
 e-location: e021046
 ISSN 2446-9424



It is with great pleasure that we introduce volume 07 (seven) of our International Journal of Higher Education - RIESup, year 2021. In this volume we have a total of 45 publications, being 25 (twenty-five) articles, 07 (seven) research reports, 08 (eight) experience reports, 04 (four) reviews and 1 (one) interview. We will make a brief presentation of each text so that the reader can be aware of the objective proposed by the author in each discussion presented in this volume.

Opening the "Articles" section, we have text written by Diego Bechi entitled **The formation of corporate subjectivity and the implementation of the performative culture in education**, which aims to understand how the formation of corporate subjectivity - productivist and competitive - has strengthened the construction of a competitive performative culture in the field of higher education and impacted the working conditions and the model/life project of the teaching staff.

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Fabiane Aparecida Santos Clemente and Marilia Morosini give us an article about **Notes on intercultural competences in higher education: what do high income students think?** For the authors, discussing intercultural competencies in Brazilian higher education presupposes a look at the cultural aspects and the development of competencies in this context, concepts directly intertwined with discussions about quality. Clemente and Morosini conducted this investigation, which aimed to analyze the perception of students regarding the concept of intercultural competencies and competencies and their practices in a Brazilian public university, having as path followed a field research, qualitative, case study, with the use of a questionnaire and the Textual Discourse Analysis (TDA).

Next, Marialva Moog Pinto and Thais Cristina da Rocha will discuss the **Internationalization of higher education: the case of the University of the Joinville Region - Univille**, a community university, where in this model, all results are reinvested in its activities: Teaching, Research and Extension. According to the authors, the internationalization process of Higher Education (HE) is increasingly central to the development dynamics of this sector and is expressed in several demands through which the systems and institutions try to face the challenges of globalization and regionalization. Although internationalization, according to Pinto and Rocha, is not reduced to the phenomenon of student mobility, this has been one of the most visible and impactful forms, also at Univille.

La dirigencia estudiantil universitaria en Venezuela: algunos apuntes sobre la libertad y las protestas de 2007 y 2014, will be discussed by our dear Venezuelan colleagues, Linoel de Jesus Leal, Ligia Rosa Malavé and María Cristina Parra Sandoval. For the authors, the social movements in their dynamics have charged greater interest in democratic issues in the world countries, with special attention in Venezuela, strongly compromised in recent years. These groups, which emerged from 2007 to 2014 as one of the most important niches in the social-political dynamic, were associated with the so-called struggles for the defense of freedom, which have been recognized by national and international public opinion. This article was a cut from a doctoral thesis entitled "Significados de libertad en la dirigencia estudiantil universitaria" that aimed to represent some ideas about the issue of freedom and the protests of 2007 and 2014 protagonized by student leaders of two universities in Venezuela. For the authors, the results suggest that freedom is strongly rooted in the processes of political and social participation in the country, developing an extra-university matrix in the performance of social actions for the transformation of a country, whether groups in favor or against the government called "revolutionary". Worth checking out!

Cristina Mariano Ruas, Edmilson Antonio Pereira Junior discuss the **Perceptions of pharmacy course students from a higher education institution: a self-assessment on individual health**. This article investigated the association between self-assessment of health and socioeconomic, demographic, physical, emotional, behavioral, and academic characteristics of pharmacy course students at the Universidade Federal de Minas Gerais. We used data from the survey "Evaluation of the profile of undergraduate pharmacy students at the Universidade Federal de Minas Gerais", developed by the Structuring Docent Center (NDE). The perception of health was measured using a scale ranging from 0 to 100, 0 being the worst state of health and 100 the best state of health possible. The sample of 273 students was analyzed with the statistical technique called CART (Classification and Regression Tree). The overall mean of the health scale was 70.6, and the standard deviation was 20.13. A positive association was observed between behavioral characteristics, physical and emotional aspects experienced by the students and the health scale. The factors more strongly associated, according to the authors, to the students' health scale were gender and the fact of having a job or not, in this order of intensity.

Franciellen Rodrigues da Silva Costa, Álvaro Lorencini Júnior, Leila Inês Follmann Freire discuss about **The trajectory of social agents in higher education in the state of Paraná**. This text is the result of a research and had the objective of investigating the trajectory of academic training of teachers belonging to the subfield of Chemical Education (EQ) of the courses of Chemistry in the public Higher Education Institutions of the state of Paraná. The investigation was characterized as a qualitative research, of the documental type, since it used documents, according to the authors, such as the Lattes curricula available on the CNPq platform, to measure information in the construction of data. With the bibliometric study, according to the authors, they sought to map the data extracted from the documents, in order to assess the level, the area, the place and the period of training of the social agents active in the teaching of chemistry within the academic field. For data analysis, Bardin's (2010) Content Analysis methodology was used, with the elaboration of categories established a priori based on Bourdieu's (2004, 2017a) ideas, referring to cultural capital.

Daniel Cardoso Alves, Andrecksia Viana Oliveira Sampaio write about **Teacher identity formation, socio-spatial representations and university autonomy**: the complex case of a public university in Minas Gerais with the objective of understanding and analyzing, in the context of teaching, the relational movement existing between identity formation and social representation of space at the Universidade do Estado de Minas Gerais (UEMG), when the declaration of unconstitutionality of the complementary law no. 100/2007. The argumentation that permeates this study, according to the authors, is that teacher identity formation results from a shifting process intrinsically associated with the sociocultural appropriation of spaces. As methodological procedures, according to the authors, besides the bibliographic review, the documental research was adopted, in order to apprehend the narratives and speeches coming from documental sources (administrative, journalistic and electronic). The content analysis of these sources enabled a better understanding of the production of meaning to the investigated context as a territory/place ever closer to its genuine mission as a social institution.

Francieli Machado de Souza, Gustavo Roesse Sanfelice, Dinora Tereza Zucchetti bring an article about **The inclusion process of students with disabilities: actions taken by the university** which aims to analyze the actions taken for the inclusion process of students with disabilities in a university in Rio Grande do Sul. To do so, it was characterized as a qualitative, descriptive and interpretive methodology, having as sample 5 collaborators, 4 from the Center for Support to Inclusion and Accessibility (NAIA) and 1 from the Center for Student Support (NAE). According to the authors, the data collection tool used was a semi-structured interview, in addition to a review of University documents (Website, Institutional Development Plan and the Social Responsibility Report). To analyze the data, Bardin's content analysis proposal was used, resulting in three pre-established categories: 1st) Access; 2nd) Permanence; and 3rd) Opportunities. Worth a read!

Rangel Domingos, Nilza Costa, Diana Oliveira discuss the Academic and professional **qualification of higher education teachers in Angola: analysis instrument and its validation**, with the objective of describing, in a reasoned manner, the development of an AI as well as the process of its validation. The construction of the AI was done based on the referentiality methodology. The validation of the AI, according to the authors, involved (i) an interview with two actors with responsibilities in the management of Higher Education in Angola and (ii) its application to the IDP of a HEI. Although the focus of the AI is on the QAPD dimension, it is judged that it can contribute to the management of institutional practices and also to research.

Public policies of quotas for entry into higher education: the case of the UTFPR-campus of Francisco Beltrão is the debate brought by Claudia Cristina Borba de Barros da Rosa and Suely Aparecida Martins with a time frame of 2008 to 2016, whose objective was to understand how this implementation was organized, what difficulties were faced and the solutions found by the agents responsible for the effectiveness of the policy at the university. The research, qualitative in nature, was based on the analysis of documents and interviews conducted with 07 employees of the institution. According to the authors, it is still necessary to adjust the legislation, especially regarding public investment in public policies for student assistance, human and material resources.

Academic Adaptation of First Year Students: Promoting Success and Permanence in the University by Ana Amália Gomes de Barros Torres Faria and Leandro S. Almeida aims to develop a theoretical reflection based on the understanding of the multifaceted phenomena that are present in the student's entrance into higher education. The authors reflect on new formative practices at this level of education in face of the students, who are potentially more vulnerable in terms of development of competencies. For Faria and Almeida, there is a need for social, psychological and educational support aimed at the university success of students and, consequently, the completion of their courses, thus reducing dropout rates, which tend to be higher among first-year students.

Policies of access to higher education: an analysis in the institute of exact sciences and technology / Federal University of Amazonas is the debate brought by Alan Sérgio Mazzari, Nádia Maciel Falcão and Ramon Fica Carrasco with the aim of analyzing the

relationship established with the process of democratization of access to higher education to the population in unfavorable socioeconomic condition. This research, according to the authors, is based on the results of research conducted in 2018, using bibliographic and documentary analysis. For Mazzari, Falcão and Carrasco, the results point out that the distribution of total vacancies between vacancy reserve and wide competition have occurred progressively in ICET/UFAM, in compliance with the determinations of Laws n. 12.711 of 2012 and n. 13.409 of 2016 and have contributed in the fight against inequality and social discrimination of the less economically advantaged.

In the sequence, Luiz Fernando Quintanilha, Cassiana Santos da Silva Farias and Bruno Bezerril Andrade write about **Training and pedagogical involvement among higher education teachers in health: an analysis of medical courses**. For the authors, although the teachers have technical training in the specific area of Health the majority do not have knowledge about pedagogical competencies. The objective of this study was to evaluate the degree of didactic-pedagogical involvement of undergraduate medical teachers in the city of Salvador, Bahia. One hundred and eighty teachers registered and working in undergraduate medical courses in higher education institutions in the city received virtual access to a structured questionnaire with questions regarding training and professional performance in higher education, as well as socio-demographic questions. For the authors, although the medical teachers reported being familiar with the National Curriculum Guidelines, in general they do not have teaching as their main occupation and they have no pedagogical training course based on practical experience in their field of work. The results of the research indicate that, according to the authors, there is still much to be developed in the area of teacher development in medical teaching and propose greater investment in didactic and pedagogical training for these professionals.

Gender and sexualities in the context of the public university: case study of the Lives Project - UFOP brought by Felipe Viero Kolinski Machado Mendonça, Margareth Diniz and Marta Regina Maia aims to present and reflect on the scope of an extensionist project called "Lives: gender, diversity and sexualities", developed at the Federal University of Ouro Preto (UFOP) in force since 2018. With a theoretical perspective based on post-structuralist studies, gender performativity (Butler, 2002, 2012) and Queer Theory, the authors used as methodological procedure the case study, which analyzes how the existence of projects (and actions) of this nature at the university can contribute to the reduction of violence and the recognition of the existence of the difference of gender and sexuality within the institution and in the Inconfidentes region. The results of the analysis, according to Mendonça, Diniz and Maia, indicate that projects of this type, of a multidisciplinary and critical nature, as well as institutional policies adopted by universities, as is the case of UFOP, contribute to processes of inclusion and diversity that are so necessary today.

Gabriela Koglin, Marina Ortolan Araldi and Vera Lúcia Felicetti write about the **University students and the perceptions of their learning styles** in the subjects of Psychology and Nutrition courses in a community college in the metropolitan region of Porto Alegre - RS. A total of 22 students participated and were evaluated using Joy Reid's Perceptual

Preferences in Learning Styles Survey. According to the authors, 57% of the participating students have an auditory learning style. Koglin, Araldi, and Felicetti state that by using different interventional approaches in line with the students' learning styles, the vast majority of them benefited from and responded positively to the proposed methods.

Senses and meanings of the formative processes of the nurse-teacher: a state of the art (2010-2019) by Márcia Jaíne Campelo Chaves and Meyre-Ester Barbosa de Oliveira aims to analyze the work produced on this theme from a curricular perspective via the State of the Art in the Brazilian Digital Library of Theses and Dissertations-BDTD, based on the following descriptors: Training of the nurse teacher; Curriculum of the training of the nurse teacher; Curriculum of the nursing course: baccalaureate and licensure in Nursing; Licensure in nursing; Curriculum, post structuralism and nursing and Training of the nurse teacher. The search criteria were: dissertations and theses produced in the last 10 years, available in full, dealing with the Brazilian reality. Fifteen works were selected, 11 dissertations and 4 theses. The results indicated that, according to the authors, most nurse-teachers do not have pedagogical training, since Bachelor's courses and the conception that the knowledge of nursing work is sufficient for teaching prevail. According to Chaves and Oliveira, the discussion about the curriculum is pointed out as a way to rethink the pedagogical training of nurses, and, therefore, a need for research to be carried out focusing on the perspective of the nursing course curriculum on teaching.

Franciana Carneiro de Castro and Dario Fiorentini give us a debate on **Teacher training in mathematics for the first years of schooling: a comparative study between Brazil and Portugal**. According to the authors, the material used in the analysis was, first, the current legislation of the two countries, with the LDB/1996 in Brazil and the Declaration of Bologna/1999 in Portugal. Then, the Pedagogical Projects of Pedagogy Courses in 40 Brazilian public institutions and, in Portugal, the Study Plans of 1st cycle Licentiate's Degrees and the respective Professional Master's Degrees of nine public institutions. In the analysis of this material, according to Castro and Fiorentini, it was highlighted, besides the workload of the course destined to mathematics education, the nomenclature of the disciplines of this area and their menus. In order to analyze the course syllabus, two corpora were created (Brazilian and Portuguese), using the IraMuTeq software to present a hierarchical descending classification of the distribution of classes, with reference to the literature on professional knowledge to teach mathematics. For Castro and Fiorentini, the results show that the didactic load destined to the training of knowledge necessary to teach Mathematics in the first years of schooling in Portugal is almost ten times greater than in Brazil. According to the authors, what is taught in Brazil, in relation to the specialized training of future teachers with a degree in Pedagogy, is not always focused on the contents of teaching at this level, and may be restricted only to numbers and operations, leaving aside: geometry and measurements, algebra and statistics and probability, for example. It's worth checking out!

Fernando Guimarães Oliveira da Silva and Eliane Rose Maio bring a debate entitled **Gabrielly, differences and trans education in the West Paulista** with the objective of accessing memories of schooling whose formative itinerary occurred, according to the interviewee, in two moments, in public educational units in the West Paulista. Silva and Maio

used the methodological approach via post-critical studies in education and as a tool for collecting the memories, the Foucauldian archeology. For the authors, there were no conclusions, but philosophical inquietudes that promote new educational practices more concerned with responsibility, preservation and commotion for trans lives whose reflection of this, affects the school environment as a place of ethical-political concern. Silva e Maio proposes the possibility of breaking with the frameworks of precarization of transvestite, transsexual and transgender lives.

Financial globalization, dependence and institutional changes: economic and political notes on reforms in Brazil today de João dos Reis Silva Júnior e Everton Henrique Eleutério Fargoni seeks to understand the Reform of the Brazilian State apparatus and the reforms of the republican institutions, such as the processes of regulation and control of society. In addition, it seeks to show the economic and political dimensions of the structural changes in the state public university, in research and in science in the country, considering the center-periphery relations. Through the diagnosis of reality, the authors have based themselves on Locke and Sader in the cyclical reading of the capitalist dynamics in Latin America, and on Harvey to infer the changes in world capitalism that increasingly lead to reforms. Silva Júnior and Fargoni conclude with important observations on the new forms of "overexploitation" of labor that the countries of peripheral capitalism endure economic dependence.

Following is an article on **Institutional communication and the internationalization of higher education: a literature review** by Leandro Cunha Rocha and Luciane Stallivieri. The authors carried out a literature review with a qualitative, exploratory and applied approach, through a bibliographic research, document analysis for data collection and content analysis for the treatment of these data, following the inductive logic. According to the authors, this process was conducted through two objectives; (i) to ascertain the trend of scientific production in relation to communication and/or promotion of internationalization of HEIs and; (ii) to determine points of connection between the themes institutional communication and internationalization of HEIs. For Rocha and Stallivieri, it was found that institutional communication, from the international perspective, tends to be used, with greater relevance, to attract international students, through social media and electronic pages; failing to consider, however, the other actors involved in this process, i.e., teachers, researchers and educational managers. According to the authors, the results showed that the emphasis of institutional communication actions still fails to highlight other forms of international cooperation, fundamental to the projection and visibility of a HEI, such as research results and university extension projects.

Jardel Pelissari Machado and Andrea Vieira Zanella's **(In) visibilized and (un) speakable of/in student life in the university/city** aims to analyze verbal and imagetic enunciations, students' responses to social voices that produce the space times, conditions and possibilities of/in the university academic life and that express some form of suffering. According to Machado and Zanella, these enunciations, dialogues (transcribed) and photographs, were produced in the context of Photography Workshops, which composed a doctoral research-intervention in psychology, by undergraduate students (in a total of 16 participants) of a

Brazilian federal university. The authors analyze these enunciations as a product/reflection of exclusion in the university academic context that is, most of the time, silenced and invisibilized amidst the logics of productivity, costs, rankings, among others. For Machado and Zanella there is a need to build spaces in which the students' voices can circulate, be heard/read, so that they can effectively help in the construction of universities and the conditions and possibilities of academic life.

Marcus Vinícius Medeiros Pereira writes about **the relationships between the prescribed curriculum and the evaluated curriculum: reflections on the formation of music teachers in Brazil** with the curricular analysis of the five editions of the National Student Performance Exam, regarding the specific knowledge section, relating it to previous studies on the National Curricular Guidelines that guide the construction of pedagogical projects for Music majors. The author's objective was to correlate prescribed curriculum and evaluated curriculum, making explicit the presence of a musical tradition linked to conservative practices that is perpetuated in the area, as well as the restricted space given to basic education in these documents. According to Pereira, the document analysis methodology used was the codification and categorization proposed by Grounded Theory. The results showed a hierarchy of knowledge linked to classical music practices: both products (repertoires) and processes (systematizations and theorizations about music). They also showed a movement towards the presence of knowledge related to the areas of education and music education, which coincides with the evaluation focused, from 2011 onwards, only on music degrees. For Pereira, the courses do not seem to consider the contexts in which they are inserted, and both their projects (prescribed curriculum) and ENADE (evaluated curriculum) show a collection-type curriculum.

Gustavo Cunha de Araújo, Helena Quirino Porto Aires and Darlene Araújo Gomes discuss the **challenges and perspectives for teacher training in the Degree in Field Education with specialization in Arts and Music in the northern context of Brazil**. The main objective of this article is to present an understanding of Field Education as an education focused on the specificities of the people who live and work in the field, having as a parameter the experience with the LEDOC of the UFT in Tocantins. For the data analysis, the study followed the Historical and Dialectical Materialism perspective. For the authors, the indigenous, the quilombola, the river dweller, the settlers, the people affected by dams, the family farmer, the extractivist, among others who live and produce their material conditions of survival in the countryside, go to university not because they are forced to, but because they have an interest and a need to learn. To access and attend university is to study in a place that has been historically denied to them. It is to face a reality that excludes them, with the objective of overcoming it. The authors consider that the materiality of the LEDOC courses at the Federal University of Tocantins is a recent reality in the Brazilian educational reality and is constituted as a new graduation modality conquered from the demands of social movements, whose expansion occurred primarily during the governments of presidents Lula and Dilma.

Rhoberta Santana de Araújo and Edineide Jezine Araújo Mesquita analyze the **expansion of distance education in Brazil and the contradictions between capital and labor** commanded by the private-mercantile sector. The methodological approach is based on the contributions of historical-dialectical materialism. The research procedures were based on bibliographic review, documentary analysis, consultation of statistical databases of the National Institute for Educational Research (Inep) and the electronic pages of the HEIs. For Araújo and Mesquita, the results indicate that the business corporations act to minimize the effects of the economic crisis on the financial performance of these institutions; moreover, they seek to build consensus around the economic, pedagogical and formative viability of distance learning courses, whose target audience are young people excluded from access to public institutions of higher education.

Marília Ribas Machado and Mario Cesar Barreto Moraes discuss **Brazilian foreign policy, South-South cooperation and Brazilian higher education** with the aim of verifying to what extent the Graduate Student Agreement Program (PEC-PG) can be considered a program that meets the principles of South-South Cooperation (SSC). To this end, we sought to investigate the positioning of Brazilian foreign policy at the time of the program's conception, the creation of the PEC-PG and, finally, the concept of South-South Cooperation. The development of the work occurred through documentary research, journals, theses and books, the paradigm adopted was the interpretivist, since the subject sees the social world as a social process created by the individuals involved. For the authors, it was possible to observe that the PEC-PG was created to assist the national economic development of the time, and that, although it is a cooperation program between countries of the South, it cannot be characterized as a program that meets the principles of South-South Cooperation, because some prerogatives of the program are far from those proposed by SSC.

And so we close the "Articles" section and begin the section on **Research Reports**. Opening the debates, we have the text on **Active methodologies in Brazilian higher education in health: an integrative review facing the paradigm of evidence-based practice** by Leonardo Santos de Souza, Danielle Aparecida do Nascimento dos Santos and Camélia Santana Murgo. This study analyzed the national production on active methodologies in higher education in health between 2013 and 2018. This is an integrative review in 5 national and international databases, which resulted from 42 eligible studies. Most of the literature (73.8%), comes from experience reports and case series, (levels VI and VII of evidence) published in 2016 and 2017, conducted by public institutions (78.6%) and without funding (71.4%). They were developed in Nursing (35.7%) and Medicine (19%) courses, seeking to understand the perception of students (28.6%) about the insertion of active methodologies, especially Problem-Based Learning (25%). The main advantages mentioned about active methodologies, according to the authors, were the promotion of autonomy and critical and holistic thinking in the student, while the aspects that threaten the effectiveness of active learning were the traditional curricula, poor infrastructure and deficient teacher training. For Souza, Santos and Murgo, the low investment in research can justify the difficulty of effective active methodologies, reinforcing the intensive use of a traditional curricular pedagogy that reduces the discomfort that an evidence-based Brazilian health education can bring to all individuals in a passive learning culture.

Marcos Dornelles and Sergio Feliciano Crispim present us a discussion on the **Emotional Intelligence of university professors: a comparative study between public and private teaching in Brazil**. This study aimed to verify if there are significant differences in the levels of emotional intelligence among public and private higher education teachers in Brazil. To this end, the scale by Wong and Law (2002) was used to measure the level of emotional intelligence in four distinct dimensions with a sample of 415 individuals. The research identified that, according to the authors, professors working in private universities have higher levels of emotional intelligence and suggests professional training in emotional intelligence to mitigate some harmful effects of the environment on their well-being and teaching process.

Vanessa Itacaramby Pardim, Luis Hernan Contreras Pinochet and Cesar Alexandre de Souza write about **The influence of factors that stimulate university students regarding their attitude towards the use of the Blended Learning approach**. This paper proposes to investigate the influence of factors that stimulate university students regarding their attitude towards the use of the Blended Learning (BL) approach. The study was carried out in a private Higher Education Institution located in the city of São Paulo in undergraduate courses. The proposed model was adapted from Sabah (2019) in a survey (n= 532). The research presents a quantitative approach and employment of Structural Equation Modeling. The results indicated that, according to the authors, only 3 of the 25 hypotheses formulated were not supported having in common the construct Perceived Usefulness. Therefore, it was verified that online activities are not mandatory, and that it is up to the teacher to point out the importance of accessing the materials before classes, as well as to use active methodologies; to the tutors to be available when required and to stimulate the awareness of the importance of online activities, and to the course mates to recognize the importance of online discussions in the learning process. Finally, according to Pardim, Pinochet and Souza, students who demonstrated "high intensity" in liking the VLE have greater ease in perceiving the characteristics of the BL, given that this effect also occurred in the intergroup average of the technical mastery of the VLE (low and high mastery).

Thiago Santos Guimarães, Elisa Prestes Massena and Maxwell Roger da Purificação Siqueira invite us to reflect on the **perceptions of teacher educators about their pedagogical practices**. In this study, the results from a semi-structured questionnaire with six questions, answered by fourteen teacher trainers from undergraduate courses in Chemistry, Physics and Biology from a public university in the country, were presented, and the data analysis was done through a Textual Discourse Analysis. The results, according to the authors, indicate that teacher educators who are able to make a direct relationship between theory and pedagogical practices are committed to the teaching profession and seek new strategies to use in their classes, which aims to facilitate and encourage the teaching and learning process of the undergraduates. For this, the authors believe that the efforts and commitment of both teacher educators and higher education institutions are necessary, in an integration in search of the improvement of university teaching.

Self-medication of psychotropic drugs among medical and dental students by Aida Felisbela Leite Lessa Araujo, Mara Cristina Ribeiro and Aleska Dias Vanderlei aims to evaluate the use of psychotropic drugs among medical and dental students in a descriptive, observational, analytical and cross-sectional study, with 1,111 students from two higher education institutions, regularly enrolled and aged 18 years or older. A structured questionnaire with objective questions was applied. Statistical analyses were performed in SPSS 22 software, and the significance level was set as $p < 0.05$. Lifetime use of psychotropic drugs was reported by 36.7%, while 14.7% had used them in the last month. According to the authors, the frequency of use of psychotropic drugs is higher in situations of stress, family loss, or undergoing surgery by the students, and 37.2% stated that they obtained the drugs without a prescription. The investigation showed that the most used pharmacological classes were anxiolytics, antidepressants, and psychostimulants, and the latter were more consumed by medical students ($p < 0.05$; OR: 2.12). According to Araújo, Ribeiro, and Dias, the precipitating factors for the beginning of use were the demand of the course (41.6%), other factors (33.7%), and family problems (29.1%). 90.8% affirmed that they were aware of the risks regarding the use. For the authors, in view of the needs found, the search for orientation and prevention strategies by the universities is necessary.

Engagement in college students by Paulo Cesar Porto Martins, Pedro Guilherme Basso Machado, and Dilmeire Sant Anna Ramos Vosgerau. This is a quantitative, cross-sectional research, carried out with descriptive analysis, correlation, comparison of means, and standardized regressions. We used a sociodemographic questionnaire to characterize the sample and the Utrecht Work Engagement Scale - Students. This instrument showed high factorial regressions ($\beta > 0.40$), positive and significant internal correlations ($p < 0.01$) and Cronbach's Alpha of the three dimensions higher than 0.80, indicating adequate psychometric quality. The sample was composed of 368 academics from a Higher Education Institution in the state of Paraná. According to the authors, median levels of academic engagement were generally observed, and significant mean differences were identified between the dimensions of the UWES-S and sociodemographic variables such as gender, children, course and term. Finally, the results show, according to the authors, that students have higher levels of engagement at the beginning of their undergraduate studies, and that this engagement should be carefully managed so as not to deteriorate over the years spent in academia.

In the sequence, Marlon Sandro Lesnieski and Márcio Giusti Trevisol give us an article on the **State of knowledge of higher education in Brazil: themes and issues (2017-2020)** where the investigative problem is characterized by the questions: what are researchers in the area of higher education publishing? What are the themes? What are the concepts? What are the issues raised? The questions announce the complexity of the area and point out the tensions arising from the disputes for the hegemony of a higher education project. The scientific collections selected were: ANPED, Periodical Portal, CAPES and the SCIELO base, in the time frame of 2017-2020. This research was bibliographic and was based on the critical-historical methodology. The categorized data allow us to assess that there is a dense and varied scientific production in Higher Education. According to the authors, the analysis helped understand the

concern of the authors in debating current issues about Brazilian higher education, and that even with a solid thematic production, certain hegemonic values that represent an ethical unity in investigations on several fronts still persist. In addition, the growing movement of mercantilization of higher education in this period from 2017 to 2020 in Brazil was evident, fruit of the International Education Policies that have been imposed since the construction and integration of the European Education Area in Europe. It is worth checking it out!

Starting the section **Experience Reports**, Marina Ribeiro Viana, Débora de Gois Santos, and Carlos Alberto Vasconcelos discuss the **Didactic Game in the Teaching of Lean Concepts in the Discipline of Construction Management: Experience Report**. This is a philosophy that originated in the 1990s and that, little by little, has been incorporated into the curricula of Production and Civil Engineering courses. Under this aspect, understanding that the use of didactic games can be efficient, as it stimulates participation and motivates those involved, we sought to investigate the use of this pedagogical resource in the diffusion of Lean concepts among future professionals of the sector. To this end, simulations were performed to address concepts related to Lean Production and production management and, at the end, the members of the groups were asked to prepare a report on what was learned. After the application of the game, it was possible to observe a greater participation of students when developing the activities and commenting on the positive aspects and what could be improved. According to the authors, it was concluded, therefore, that games can help in teaching theories, being complementary to what was previously seen in the classroom.

Marieli Marques wrote about **The use of different strategies in chemistry classes for higher education**. This report described the experience that was developed in the subject of Instrumental Methods of Chemical Analysis for students (12) of the 4th semester of the Superior Course of Food Technology in a public institution in the interior of Rio Grande do Sul. Different activities were used, planned in a sequential manner, and with the use of different strategies and teaching resources: expositive-dialogued classes, thematic approach, research, planning and carrying out experimental activities, writing an article and presenting a seminar provided real-life situations in which the students could put into practice what they had studied and learned. Considering the subjects covered in the lectures and the perception about the social implications of Chemistry and technologies in their lives, the students carried out a research on the subject of water for human consumption and the methods of analysis officers. After this, the students collected and analyzed water samples and presented the results in the format of a paper, followed by a seminar. According to the authors, the teachers' evaluation of the experience was that it promoted motivation and interest in the subjects studied, besides contributing to learning.

The approach to Mendel's Laws from a historical-philosophical perspective in the Undergraduate Course in Field Education by Débora Schmitt Kavalek and Dalana Campos Muscardi reports a work experience with students from the 8th period of the undergraduate course in rural education, specializing in natural sciences. In a conversation circle with an epistemological approach, the teachers guided to a reflection about Mendel's Laws as a paradigm widely present in science teaching. During the conversation, the linear and

dogmatized way that science is often presented in its teaching was discussed. According to the authors, we highlight the validity of the methodology for learning scientific concepts in a meaningful, critical and broad way.

The use of educational games in civil engineering: making sidewalk design fun with the game "dimensione" by Jessica Helena de Lima and Danielly Amatte Lopes aimed to present and discuss the results of including an active educational alternative - the board game DIMENSIONE, created by the authors - in order to evaluate its impact on the teaching and learning process of the students of the discipline of Pavement Design in the civil engineering course of the Federal University of Alagoas. The students used the game and evaluated it using a questionnaire. An analysis of the students' answers allowed us to conclude, according to the authors, that 63% of them noticed an improvement in motivation, user experience and knowledge after using DIMENSIONE as a complement to learning in the Paving course. Lima and Lopes hope that this game will be implemented in more universities and can help make the teaching of the sidewalk design method more efficient and fun.

Connecting museums: science museums as hubs of internationalization in higher education by José Luís Schifino Ferraro, Caroline McDonald and Paul Smith report on the experience of internationalization between the Museum of Science and Technology of the Pontifical Catholic University of Rio Grande do Sul (MCT-PUCRS), the Great North Museum: John Hancock (GNM), of Newcastle University, and the Oxford University Museum of Natural History (OUMNH), of the University of Oxford. According to Ferraro, McDonald and Smith, this is a network between these institutions that discusses education, management and leadership in university science museums. Since the creation of this network, called Connecting Museums, in 2016, international meetings have been held between researchers, professionals in the field and the public interested in training for public and private school teachers in science, as well as the exchange of expertise among professionals in the field regarding the management of university science museums. All activities were sponsored and supported by the British Council. The expansion of the network begins, according to the authors, with a change in the configuration of the traditional event that bears their name, which for the first time will take place outside the MCT-PUCRS in Porto Alegre, with activities planned and guided by the Museum Leaders' Report, produced by the Saïd Business School, University of Oxford, aiming to train future leaders for Brazilian museums.

Practical and theoretical dimensions in the initial training of history teachers: an experience in the light of the activity theory by Joelci Mora Silva aims to raise reflections about the necessary dialogue between the theoretical and practical dimensions concerning this training. It reports an experience lived with history undergraduate students at the Federal University of Mato Grosso do Sul. The data came from the answers to the questions in an online questionnaire for the evaluation of the reported activity. To support the intended study and the construction of inferences, the content analysis technique was chosen, which enabled the categorization operation. The apprehended conceptions were analyzed and discussed under the referential of the Cultural-Historical Theory of Psychology, and by conceptions referring to Education and the teaching of History. The results point out, according to the author, that the

activity carried out allowed the students a differentiated appropriation of the contents of the subjects, promoted by the challenge of teaching, inciting them to understand the teaching work as motivation for their learning. For Silva, the formative process experienced in a degree course, by encouraging the interlocution between its theoretical and practical fields, allows the attribution of other meanings and brings out new stimuli and motivations capable of giving new meaning to the learning processes of historical knowledge.

The coursework and the curricular guidelines: the experience of the pedagogy course (UFU-Campus do Pontal) by Sauloéber Társo de Souza approaches the experience of the Pedagogy course from the Universidade Federal de Uberlândia (campus do Pontal), located in the city of Ituiutaba-MG, and the adoption of the course conclusion work as a mandatory curricular component since its creation in 2007. According to the author, the National Curricular Directives, both the ones that deal with graduation courses in general and the ones that aim at regulating the Pedagogy course, have been omitted in relation to the Course Conclusion Work, what delegates to the Higher Education Institutions (IES) the decision about adopting or not the TCC in an optional or obligatory format. In the case of the 3 Pedagogy courses at UFU (2 face-to-face and 1 distance), according to Souza, only the one at the Pontal campus adopted since the beginning the obligatory TCC, thus, the analysis is based on the data obtained from the first classes that concluded the graduation in Pedagogy in the initial decade of existence of this course (until the year 2017) and that presented 218 TCC's in public defenses, discussing issues related to the educational field. These works presented a great thematic diversity, according to Souza, considering the subareas of CNPq, besides the fact that almost half of them resulted from Scientific Initiation, Supervised Internship, Teaching Programs (PIBID, PET, etc.). For Souza, it is necessary to encourage more reflection on the undergraduate courses in Pedagogy that should enable students to experience the production of texts, supported by the parameters of academic writing and scientific research, so that the TCC can be a fundamental tool in this task.

Innovative methodologies in science teaching: experience report on the creation of a card game as a collaborative approach by Eduardo de Medeiros Peretti, Yalin Brizola Yared and Rafael Mariano de Bitencourt. The objective was to present an experience report on a card game as a didactic-pedagogical alternative to approach the content of the Endocrine System. The authors state that the use of the card game originated during a teaching practice course in a Biological Sciences undergraduate course at a community college in southern Brazil. During the development of the card game, three simulations were performed, and the third one took place in a class of a Health course of that university, in the discipline of Physiology. According to the authors, after these three simulations, three evaluations were made, and the game was reformulated. Peretti, Yared and Bitencourt propose that the card game about the endocrine system be an alternative instrument for formative assessment, aiming to overcome a passive teaching-learning process with traditional assessment.

Next we have the **Reviews** section, the first of which is the book **International models of higher education and the current university** by Reginaldo C. Moraes, Maitá de Paula e Silva, and Luiza Carnicero de Castro.

Marian Ávila Dias and Denilson Soares Cordeiro present the work, which is composed of four chapters. According to the authors, the book approaches, in a very systematic way, public and private education models from those countries that have an impact on the way Brazil has structured this level of education. In times of threats to Brazilian public higher education, for the authors, this work gains even more relevance when describing the dynamics of the models of financing, research production, and knowledge transmission and their contributions to society.

Rosemary Theodoro Lee and Adolfo-Ignacio Calderón reviewed the book **The Challenge of Establishing World-Class Universities**, released in 2009 by the World Bank in co-edition with Mayol Edições S.A., authored by Jamil Salmi, has become one of the main reference works for all those interested in understanding the phenomenon of the emergence and expansion of the so-called UCM (World-Class Universities). However, for Lee and Calderón, more than ten years have passed since its publication and, surprisingly, there is not even a review of the book in question in any Brazilian academic journal, perhaps because the studies on world-class universities and the expansion of academic rankings is still an emerging field, a reflection of this, recently, in 2017, the Brazilian Research Network on Rankings, Indices and Classifying Tables in Higher Education (REDE RANKINTACS) was created. With versions in English, French, Chinese and Spanish, the book now reviewed by Lee and Calderon from its English version, has as its main objective to show governments and university managers the challenges, paths and strategies for reforming the higher education system, with the aim of achieving excellence in teaching and transforming, if feasible, their institutions into UCMs.

Egeslaine Nez offers us a review of the book **Academic rankings and university governance in the Portuguese-speaking higher education space: Angola, Cape Verde, Macau, Mozambique, Portugal and Brazil** organized by Adolfo Ignacio Calderón, Marco Wandercil and Edivaldo Camarotti Martins, published by the National Association for Education Policy and Administration (ANPAE) and presented to the academic community in Brasilia (2019). This book had its idea gestated in the year 2015, in one of the meetings of the Forum for Higher Education Management in Portuguese Speaking Countries and Regions (FORGES). On that occasion, according to Nez, ANPAE and FORGES signed a protocol of intentions of research, which aimed "the establishment of mutual collaboration in the area of research and technical-scientific cooperation in areas of reciprocal interest, aiming at the execution of projects or programs, especially those related to academic, scientific and cultural cooperation in the scope of educational policies and school administration and higher education." According to Nez, this book is the result of this theoretical-scientific and academic effort to produce knowledge on this emerging theme for the different institutions of higher education in Portuguese-speaking countries and regions.

The book **Guide to University Internationalization**, organized by Marília Morosini, was reviewed by Fernanda Nogueira and Pricila Kohls dos Santos. For Nogueira and Santos, the internationalization of Higher Education is an emerging theme and is part of the agendas, both institutional and of multilateral organizations that have been discussing the topic for a long

time. In Brazil, according to the authors of the book's review, the research related to this theme has been growing, but still embryonic if compared mainly to countries from the Global North, but it is necessary to discuss this theme from a local point of view to reflect and better understand this movement on a more global level. This is the proposal of the work "Guide to University Internationalization", published by EdUPUCRS Publishing House in Brazil in 2019, organized by Professor Dr. Marília Costa Morosini, which presents different perspectives to the theme of Internationalization of Higher Education by addressing theoretical reflections, according to Nogueira and Santos, with empirical research, coming from academic paths of different researchers and university spaces presented throughout its 14 chapters.

In the **Interview** section, Fernanda Geremias Leal interviews Dr Chrystal George Mwangi, Associate Professor at the University of Massachusetts Amherst. The topic discussed was **Beyond the dominant discourse on internationalization of higher education**. According to Leal, research on internationalization of higher education has been predominantly a-theoretical and positivist: more oriented towards the achievement of practical goals than concerned with the structures within which internationalization operates, or with its dilemmas and contradictions. Dr Chrystal George Mwangi, Associate Professor in the School of Education at the University of Massachusetts Amherst, United States, is one of the academic voices that has questioned the idea of internationalization as an 'unconditional good' often emphasized by dominant political and academic discourses. In this interview, conducted in June 2020 by Prof Dr Fernanda Leal, Dr George Mwangi reflects on internationalization of higher education from a critical approach, addressing issues such as the impacts of choosing how to engage in this process; the challenges of being a techno-academic; and the role of internationalization in the context of the Covid-19 pandemic. Worth checking out!

Given the above, there is nothing left for us to do but to wish the reader a fruitful reading of each text articulated in each thematic section of this volume.

Campinas, April 2021.

The Editors

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