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Internationalization at home as a hub in Higher Education: a training proposal geral

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ABSTRACT

This research paper aims to socialize an experience of training teachers and administrative technical workers of a Higher Education institution for internationalization at home. The focus of the course was to familiarize the participants with the theoretical and practical conceptions surrounding the theme of internationalization at home, including administrative and linguistic issues, as well as analysis and ideation of internationalization practices. Following a qualitative methodological perspective, the perceptions of the teacher trainer were recorded in field notes throughout the course and the opinions of the other participants were collected through semi-structured questionnaires at the end of the course. The results point to the relevance of the course objectives and to the quality of the proposed modules. While reasons external to the participants' willingness, such as lack of time and the period of the offer, led to dropouts, reasons related to the quality of the pedagogical proposal and to issues concerning mediation and interaction led to permanence. We conclude that training activities of this nature are indispensable for Higher Education institutions in Brazil to mobilize allies in their own institutions to foster internationalization at home. As a contribution of the research text for readers interested in the topic, we highlight the identification of good practices for offering training courses of this nature, which should consider: the heterogeneity of prior knowledge, the socialization of experiences, and the perception of institutional identity.

KEYWORDS

Internationalization at home. Higher education. Training for internationalization.

Internacionalização em casa como *hub* na Educação Superior: uma proposta de formação

RESUMO

Este texto de pesquisa tem como objetivo socializar uma experiência de formação de docentes e de servidores técnicos administrativos de uma Instituição de Ensino Superior para a internacionalização em casa. O foco do curso foi a familiarização dos participantes com as concepções teóricas e práticas que circundam o tema de internacionalização em casa, incluindo questões administrativas e linguísticas, além de análise e de ideação de práticas de internacionalização. Seguindo uma perspectiva metodológica qualitativa, as percepções da professora formadora foram registradas em notas de campo ao longo do curso e as opiniões dos demais participantes foram coletadas por meio de questionários semiestruturados ao final do curso. Os resultados apontam para a pertinência dos objetivos do curso e para a qualidade dos módulos propostos. Enquanto motivos externos à ingerência dos participantes, como falta de tempo e período da oferta, conduziram à desistência, motivos relacionados à qualidade da proposta pedagógica e a questões de mediação e interação levaram à permanência. Conclui-se que atividades de formação dessa natureza são imprescindíveis para que instituições de Educação Superior no Brasil possam mobilizar aliados em suas próprias instituições para fomentar a internacionalização em casa. Como contribuição do texto de pesquisa para os leitores interessados no tema, destaca-se a identificação de boas práticas para a oferta de cursos de formação dessa natureza, que devem considerar: a heterogeneidade do conhecimento prévio, a socialização de experiências e a percepção da identidade institucional.

PALAVRAS-CHAVE

Internacionalização em casa. Educação Superior. Formação para a internacionalização.

La internacionalización en casa como eje de la educación superior: una propuesta de formación

RESUMEN

Este texto de investigación tiene como objetivo socializar una experiencia de formación de docentes y trabajadores técnicos administrativos de una institución de Educación Superior para la internacionalización en casa. El objetivo del curso era familiarizar a los participantes con las concepciones teóricas y prácticas en torno al tema de la internacionalización en casa, incluyendo cuestiones administrativas y lingüísticas, así como el análisis y la ideaación de prácticas de internacionalización. Siguiendo una perspectiva metodológica cualitativa, las percepciones de la formadora se registraron en notas de campo a lo largo del curso y las opiniones de los demás participantes se recogieron mediante cuestionarios semiestruturados al final del curso. Los resultados señalan la pertinencia de los objetivos del curso y la calidad de los módulos propuestos. Mientras que razones externas a la injerencia de los participantes, como la falta de tiempo y el periodo de la oferta, provocaron el abandono, razones relacionadas con la calidad de la propuesta pedagógica y cuestiones relativas a la mediación y a la interacción provocaron la permanencia. Se concluye que las actividades de formación de esta naturaleza son esenciales para que las instituciones de educación superior en Brasil movilicen aliados en sus propias instituciones para fomentar la internacionalización en casa. Como contribución del texto de investigación para los lectores interesados en el tema, destacamos la identificación de buenas prácticas para la oferta de cursos de formación de esta naturaleza, que deben considerar: la heterogeneidad de los conocimientos previos, la socialización de las experiencias y la percepción de la identidad institucional.

PALABRAS CLAVE

La internacionalización en casa. La educación superior. Formación para la internacionalización.

1 Introduction

The term 'internationalization at home' (IaH) was first used in 1999 to refer to the work done by Sweden's Bengt Nilsson when he moved from Lund University to Malmö University of Applied Sciences and found a context of lack of international partnerships and low percentage of student mobility (NILSSON, 2003). Baumvol (2019, p. 50) extols that in an interview, Professor Jos Beelen reports that Nilsson "had to start looking for international and intercultural learning experiences within the city of Malmö and he called this 'internationalization at home'." This action resonated with other European universities that also recognized the need to internationalize, not just limited to the international mobility of a few students and documented their efforts in a joint publication on the context, premises, and implications of 'internationalization at home' (CROWTHER, 2000).

According to Knight (2008), the idea of 'internationalization at home' was developed to elevate the importance of the internal elements of the university, with an emphasis on the international, intercultural, and global dimensions that are established in teaching, research, extra-curricular activities, relationships with local community groups, as well as the integration of the foreign community into campus activities and life. This trend of valuing an internationalization process that considers the domestic environment is widely present in contemporary times, including in the Brazilian context, for the benefit of students from higher education institutions without the possibility of performing an international physical exchange in their training process (FREIRE JR.; MASSINI-CAGLIARI; PUTTI, 2020).

The activities considered as 'internationalization at home', not only those related to the teaching and learning process, but also those of research, extension, and management, done in the domestic space, embrace both physical and digital space. Models of mobility and/or virtual exchange, such as Collaborative Online International Learning (COIL) become accessible to populations that cannot afford international mobility or those who wish to participate in digital modes of learning in the international context (WOJENSKI, 2021).

Beelen and Jones (2015) define 'internationalization at home' as the intentional integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. This definition has been adopted by researchers from different Higher Education Institutions (HEIs), worldwide and in Brazil, especially for the understanding of activities related to curriculum internationalization, both to investigate tools that assist in building the formal curriculum from the principles of 'internationalization at home' (BARANZELI, 2019), and those that align with the informal curriculum.

It is believed that even if the concepts of 'internationalization at home' and 'internationalization of the curriculum' find points of convergence, in the second concept there

is a stronger focus on the teaching pillar. We turn to Leask (2009, p. 209) for the first definition of the term: 'internationalization of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum, as well as teaching and learning processes and support services for a program of study'. In Leask (2015, p. 10) there is an expansion of the scope to: "internationalization of the curriculum is the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum, as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study."

The 'internationalization at home' is adherent to a comprehensive and strategic positioning of the internationalization of Higher Education, which considers the multiple stakeholders of the university context: students, professors, administrative staff, managers, and the external community, which can define the directions of the internationalization process. Hudzik (2011) argues that for a more comprehensive understanding of the area of internationalization of Higher Education, it is important to point out that internationalization is not only a means, but also a purpose. This purpose (or set of purposes) may vary from institution to institution and the particular approach chosen for internationalization is dependent on the purposes it is hoped to achieve.

In terms of possibilities and challenges for a comprehensive approach to internationalization, Hudzik (2015a, p. 76) points out that there are "important behavioral, motivational, and attitudinal barriers at the levels of individuals, departments, and the institution as a whole that can become powerful barriers or effective facilitators." To overcome these barriers, it is understood that knowledge about internationalization actions by faculty and administrative staff of Higher Education institutions and, possibly as a consequence, their engagement in these actions is desirable. Thus, considering the relevance of Hudzik's work and its importance for the development of HEIs, it was sought to provide more knowledge on the theme through a specific training program, the course "Internationalization at Home as a Hub in Higher Education" (hereinafter IaHHES), which will be discussed in this text.

Before moving on, one particularity associated with the use of the foreign term hub in the course title should be highlighted. This term refers to the equipment used in the computer field to connect computers in a network and enable the transmission of information between these machines. In the course on internationalization at home investigated, it serves to illustrate the metaphor of the formation of a network from the experiences provided.

At the same time, it should be noted that in the literature in the area of internationalization, according to Hudzik (2015a), historically, educational spaces that attracted scholars and other curious people from faraway places, who moved in search of new ideas, were considered knowledge centers or hubs. These spaces functioned as magnets for new ideas, which became mobile across regional and political boundaries. These hubs tend to attract

"scholars and ideas from diverse places and cultures and typically interweave multiple disciplines of thought and practice" (HUDZIK, 2015a, p. 12). Thus, a dynamic network is formed that expands as "the network makes the hub as much as the hub makes the network" (p. 17). In contemporary times, it is estimated that with the resources, talents and imagination, new borderless and global university spaces will be the future hubs for the dynamic and international development of knowledge (BASSET, 2021).

Considering the offer of the IaHHES course, this research text aims to socialize an experience of training teachers and administrative staff of a Higher Education institution for internationalization at home. In the words of the director of the External Relations Office of the institution where the course was offered, "internationalization at home is a very important concept for the whole community of our institution. We want to train, raise awareness, and make our employees ambassadors of this theme¹".

To socialize the experience of the IaHHES course, the text is organized in five other sections after this Introduction. Next, we discuss the theoretical basis for understanding the internationalization of Higher Education. The third section covers the methodological procedures: the nature of the research, the context, the course description, and the collection and analysis instruments. Next, we present the data collected from the application of questionnaires, with the feedback from the participants of the training course. The fifth section, for the analysis and interpretation of the data, brings learnings about the training course. Finally, there are the final considerations, followed by the references.

2 The Internationalization of Higher Education

2.1 Internationalization of Higher Education: definitions, contextualization, and historical evolution

One of the first definitions of internationalization of higher education that gained international prominence was that of Knight (2004, p. 11), which stated that it is a: "[...] process of integrating an international, intercultural or global dimension into the purpose, functions or offerings of post-secondary education institutions and systems".

De Wit et. al. (2015, p. 29), on the other hand, introduce the topic of internationalization of higher education from a contemporary perspective by stating that internationalizing is "integrating an international, intercultural, or global dimension into the purpose, functions, or

¹News available at:
<https://www2.unesp.br/portal#!/acontece/details/v/id::444/title::course-on-internationalization-at-home-for-technicians-and-teachers>.

delivery of postsecondary education in order to improve the quality of education and research for all students and staff and to make a meaningful contribution to society."

Another author to highlight, is Hudzik (2015a) with his concept of "Comprehensive Internationalization". From this idea, he highlights that the emergence of comprehensive internationalization as a concept involves identifying an approach and a set of strategic, institutionalized, and integrated behaviors in higher education in response to the changing higher education and environments of the 21st century.

Another contemporary aspect to be explored is that of linking internationalization of higher education, to local context and purposes. If in her original definition, Knight (2004, p. 11) sought to be intentionally neutral, which is pointed out by the author in a later publication: "the challenging part of developing a definition is the need for it to be generic enough to apply to many different countries, cultures and educational systems and not be normative or descriptive in its intent" (KNIGHT, 2020, p. 23), such neutrality must be rethought.

Even though its initial definition was proposed to be operationally applicable in different contexts, several authors understand the diversity and complexity that local needs impose on the internationalization of Higher Education, in a tendency to appropriate the conception in the way that best suits their purposes. Knight herself (2020) points out that internationalization has been guided by the principles that it needs to be linked to the local context and purposes, that there is not "only one way" to internationalize, and that it is a means to an end and not an end in itself. In the same vein, Gorovitz and Unternbäumen (2018) point out that the challenge is to keep the focus on local issues and needs, while benefiting from international competencies to solve these problems.

As for the historical evolution, De Wit (2019, p. 10) explains that "what is now called 'internationalization of higher education' as a concept and strategy is a recent phenomenon that emerged in the last 30 years, driven by a dynamic combination of political, economic, socio-cultural, and academic reasoning from different stakeholders." In the same vein, Hudzik (2015a, p. 24) indicated in formulating his concept of Comprehensive Internationalization that the topic was neither a new idea, nor a homogeneous concept.

2.2 Internationalization of Higher Education: the different actions

As several authors point out (PROCTOR; RUMBLEY, 2018; SHARIPOV, 2020), mobility tends to be the most visible and valued aspect of the internationalization of Higher Education. Perhaps because some contributions of faculty and student mobility are clear: dissemination of university values, personal and professional identity growth, acquisition of new knowledge, dissemination of existing knowledge, acquisition of relevant skills for working

in international environments, adoption of English as a language of communication, expansion of internationalization strategies at home, adoption of innovative educational practices, joint research projects, among others (DIAS et al., 2020). At the same time, it is important to note that while mobility expands the possibilities for international and intercultural learning, it should not be considered the only way to internationalize.

The International Association of Universities global research report (MARINONI, 2019, p. 23) presents relevant data to reference internationalization processes and inspire policies that affect internationalization. In this sense, it presents other aspects that should be considered when internationalizing higher education. These are: (a) internationalization as an institutional priority; (b) internationalization policies and activities; (c) internationalization of research; (d) human resources and staff development; (e) student mobility; (f) internationalization of the curriculum/internationalization at home. It is noted that mobility is only one and that other aspects should be considered in internationalization.

2.3 Internationalization of Higher Education: the different players

The increasing response to globalization and competition in higher education highlights the need to prepare students for local and global changes, both academically and professionally (PROCTOR; RUMBLEY, 2018). However, in addition to the "need to prepare students for a markedly multicultural and highly interdependent world" (LUNA, 2016, p. 7) in contemporary times, it is also necessary to prepare faculty and administrative staff for the context of internationalization, either so that they can act as actors in its development, or so that they can understand the benefits and opportunities that activities offer to HEIs and the country.

De Wit et. al. (2015, p. 29) already addressed this point by mentioning in their definition of internationalization of higher education that it should aim to "[...] improve the quality of education and research for all students and staff [...]". From this definition the importance given to the participation of 'everyone' stands out, as there is still an emphasis on student mobility and then faculty mobility. Usually, employees tend to be neglected in internationalization strategic plans and they should not be (SCHILLER; ROWAND, 2015, s/p).

In this context, and as also mentioned earlier, even though definitions of internationalization have evolved over the past three decades, they have usually excluded - or made only scant reference to - the administrative function. Even the most recent definitions, which advocate a comprehensive approach, as Hunter (2018) points out, still do not refer more forcefully to the importance of support functions to the internationalization process. Complementarily, the studies analyzed by Guimarães et al. (2019, p. 100), indicate that "one can see a lack of involvement and training of faculty and administrative staff to deal with multicultural aspects, as well as a lack of knowledge on the subject of internationalization."

Knight (2020) also analyzes the issue of faculty involvement, when he indicates that the faculty needs a growing understanding of international and global issues and a greater intercultural understanding and training, including in the domestic environment; the author also states that this concern should include the technical-administrative staff. Rumbley (2015) also argues that the elaboration of internationalization activities and agendas should contain professional training opportunities that increase the ability to deal with the complex, volatile, and internationalized environment of Higher Education. Along the same lines, Beelen, and Jones (2015) consider as challenges for institutional internationalization policies the support for the development and training of administrative staff.

2.4 The concept and this work

It was clear in the previous section that for a higher education internationalization policy to be effectively comprehensive and transversal, it is necessary that it involves all actors. But it is also of fundamental importance that these actors have a minimum understanding of their roles, the factors involved, and the expectations generated.

For this to occur, Abad (2019, p. 75) argues that "it is necessary that a collective participatory team spirit be built in an open and democratic management that provides dialogue, strengthens leadership, and directs efforts in a continuous direction." The researcher adds that:

This interaction and participation of all members of the academic community allows everyone to interact and build, from the identification of internationalization actions already practiced or with great practical potential, a comprehensive internationalization project observing the specificities of the context in which the HEI is inserted (ABAD, 2019, p. 76).

In the same vein, Beelen, and Leask (2010) indicate that the engagement of academic staff in international education is critical to its success and, therefore, it is urgent to find new and effective ways to purposefully engage them in its promotion. With similar understanding, Hudzik (2015b, p. 6) points out that "building a comprehensive and strategic internationalization culture depends in part on educating and mobilizing attention to integrate international dimensions into all core missions." Different stakeholders must be mobilized and trained for the culture of internationalization.

In particular, when exploring the role of administrative staff in the internationalization process, Hunter (2018) points out a counterpoint that exists in institutions. As staff need to adapt to institutional changes and provide expected levels of service, a wide range of general training exists in institutions. However, very little specific training on internationalization is made available to administrative staff. Where such training is provided, it is rarely offered

systematically, in a format tailored to specific administrative needs, or formally recognized for career advancement.

In seeking an answer to this paradox, the IaHHES course was developed, which is detailed in the following sections.

3 Methodological procedures

The results presented in this work are the result of a qualitative research, and the path followed was in accordance with the assumptions of the qualitative paradigm, in a process of understanding a social and human situation, considering the complexity of the scenario (CRESWELL, 2010). This statement is also based on Denzin and Lincoln (2006, p. 23), for whom "the word *qualitative* implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quality, volume, intensity or frequency". Thus, it can be stated that even if research involves quantity, in the case of this research, the number of responses in the participants' opinion questionnaires, it does not define the research as quantitative. The organization of the answers from the questionnaires, in the form of numbers, only contributes to a qualitative interpretation of the experience, to which a possible social meaning is attributed.

The context of the research was the IaHHES course, conceived by the authors and given to a group of professors and administrative technicians of a Brazilian state higher education institution, as a pilot action of its External Relations Office (AREX). The proposal of the training course for internationalization, in distance education modality, mostly asynchronous, foresaw the familiarization of the participants with the notions and premises related to the themes of internationalization of Higher Education and, in particular, internationalization at home. After a period of exploring the concepts and the theoretical basis supporting internationalization policies and actions, the participants had the opportunity to perform practical activities of analysis and ideation associated with the theme under study.

The intention was that, throughout the ten weeks of the course, a learning community would be formed to reflect on theoretical assumptions and to glimpse practical possibilities, thus conceiving internationalization at home as a hub for innovative practices in the internationalization process of Brazilian Higher Education. This course proposal is justified by the need for actions in Higher Education institutions that prepare the internal community for the internationalization process, specifically regarding internationalization at home, considering the importance of theoretical knowledge and practical experience, through educational training actions.

The general objective outlined for the course was:

- To familiarize faculty and technical-administrative staff with the theoretical and practical conceptions surrounding the topic of internationalization at home.

The specific objectives outlined were:

- Stimulate theoretical and practical knowledge in the themes: internationalization of Higher Education; internationalization at home; internationalization and language issues.
- To promote practical activities of analysis of internationalization actions at home of two different Higher Education institutions.
- To glimpse possible paths for internationalization at home of HEI.

The programmatic content was organized into five modules, during which the participants should complete different tasks/missions, as can be seen in Table 1.

Chart 1. Course contents

	Topic	Summary of Tasks/Missions
Module 1	Exploring the history and concepts of internationalization in Higher Education	Study of the basic text; Audio/video review; Timeline; Glossary of internationalization terms and acronyms.
Module 2	Getting to know the conception of internationalization at home: assumptions in theory and practice	Study of the basic text; Quiz on the basic text; Example of internationalization at home; Analysis of internationalization plan.
Module 3	Reflecting on the relationship between internationalization and language issues	Study of the source text; Quiz on the source text; Example of internationalization and language issues; Language policy analysis.
Module 4	Analyzing internationalization proposals at home: the cases of UNESP and UFU	Study of the video-base; Experiences in internationalization at home; Selection of internationalization action at home; Comparison between institutions.
Module 5	Building possible paths to internationalization at home	Reading of the basic text; draft of a strategic plan for internationalization at home with current context, proposal of actions and ideation of engagement

Source: the authors, training course plan

To conduct the course, different didactic resources made possible by the virtual learning environment were used: surveys, quizzes, forums, task posting; besides the incorporation of internet documents (videos, websites) and documents produced by the instructor herself (slides, handouts, videos). The feedback was provided in the individual message tools, for the group, in the forums, and in the activities, in an automatic or customized way. For the evaluation, 20 points were assigned per module, totaling 100 points. To be considered approved, the trainee should obtain 60% of the points in the asynchronous activities and 75% of attendance in the synchronous meetings. Five synchronous meetings were held during the course period at flexible times to broaden the possibility of participation. To inform participants about their performance, gamification of learning assumptions was used, and in each module the scoring of asynchronous activities was recorded in groups of 5 experience points - 5XP - per task or

mission. The results were reported individually to each participant in the format of a points badge.

For didactic follow-up, the perceptions of the teacher trainer were recorded in field notes throughout the course, and opinion questionnaires were administered at the end of the course to both course dropouts and completers. The instruments used for opinion collection were semi-structured questionnaires, designed mainly based on the concepts found in the work of Dörnyei (2003). In it, the researcher explains the rating scales, both multiple-item and closed-item, as well as open-ended questions, in addition to elaborating a set of simple rules describing how to prepare good items, how to group them, and how to order them.

Of the 32 participants who registered for the course, 22 answered the questionnaires and agreed that their answers would be used in scientific publications, with their identities kept confidential. The responses to the questionnaires will be presented and discussed in the next two sections. Besides the presentation of the data in formats of charts, graphs, and excerpts, for the interpretation of the data collected, a process of reflection was conducted, that is, a step back from the immediacy of the field, for a new observation, in an attempt to compose meanings of the experience (ELY; VINS; DOWNING; ANZUL, 1997).

4 Feedback from training course participants

As explained in the previous section, 22 participants responded to the opinion questionnaires about the course 'Internationalization at home as hub in Higher Education', with 12 of these participants responding to the questionnaire about dropping out of the course and 10 about participating in the course. For both groups of respondents, questions were asked about the four objectives of the course, with a focus on relevance for the group of dropouts and with a focus on the achievement of these objectives for the participants at the end of the course. The answers, which could vary between yes, partially, or not, point to a highly positive evaluation regarding the proposed objectives, as presented in Chart 2.

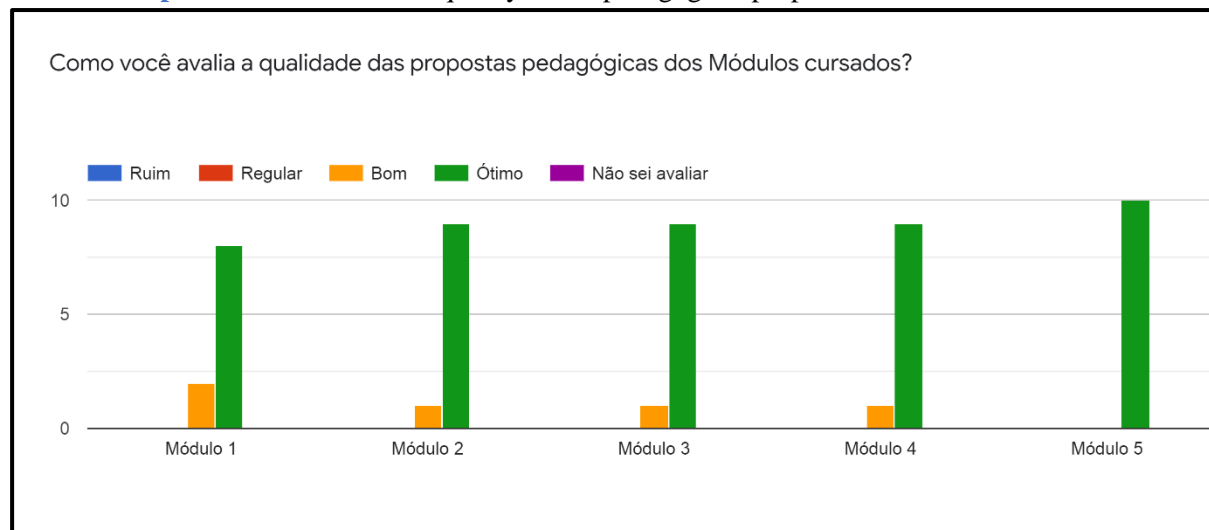
Chart 2. Opinions on course objectives

Specific course objectives	Pertinent objective	Objective partly relevant ²	Goal achieved ³
Familiarize faculty and technical-administrative staff with the theoretical and practical conceptions surrounding the internationalization theme at home.	12 answers	0 answers	10 answers
To stimulate theoretical and practical knowledge on the topics: internationalization of Higher Education; internationalization at home; internationalization and language issues.	12 answers	0 answers	10 answers
Promote practical activities to analyze internationalization actions in house at two different HEIs.	11 answers	1 answer	10 answers
Glimpse possible paths to internationalization at home in your institution.	11 answers	1 answer	10 answers

Source: the authors, field research

The quality of the five modules of the internationalization training proposal, introduced in Table 1 1, was evaluated by the 10 respondents of the closing questionnaire. It is important to emphasize that even though this is a small number, this data represents the vast majority of the participants, since 11 participants completed the course. The responses are organized in Chart 1.

Graph 1. Evaluation of the quality of the pedagogical proposals of the modules taken



Source: the authors, field research

From the analysis of Graph 1, it can be seen that Module 1, which dealt with the history and concepts of internationalization in Higher Education, received 2 evaluations as 'good'. Modules 2 to 4 also received one 'good' evaluation, and only the final module, which dealt with

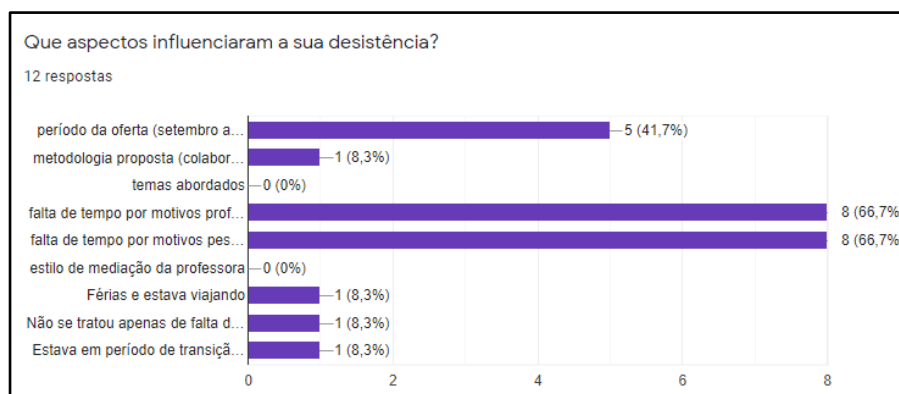
² No survey participant answered 'no' to the question: Do you believe the course objectives are relevant?

³ No participants answered 'no' or 'partially' to the question: Do you think the course objectives were met?

the ideation about possible future actions for the institution, received all 10 responses as 'excellent'. From these answers, one can glimpse a preference for more practical and less theoretical modules. It is also possible to assume that the participants more unison preferred the type of content, presentation, or didactics of Module 5.

The participants who withdrew from the course pointed out that the course objectives were pertinent and showed interest in the theme, which can be illustrated by the answers of the 12 participants who answered the withdrawal questionnaire and by the words of one of the respondents: "I would have really liked to participate in the course, the contents were extremely interesting and pertinent to the internationalization theme". Of the 32 enrolled, 11 participants completed the IaHHES course and 21 dropped out, with 12 of them answering the dropout questionnaire. Many dropped out even before the beginning of the first module, for reasons unrelated to the relevance and quality of the proposal, as can be seen in Graph 2.

Graph 2. Reasons that influenced the dropout of the course participants

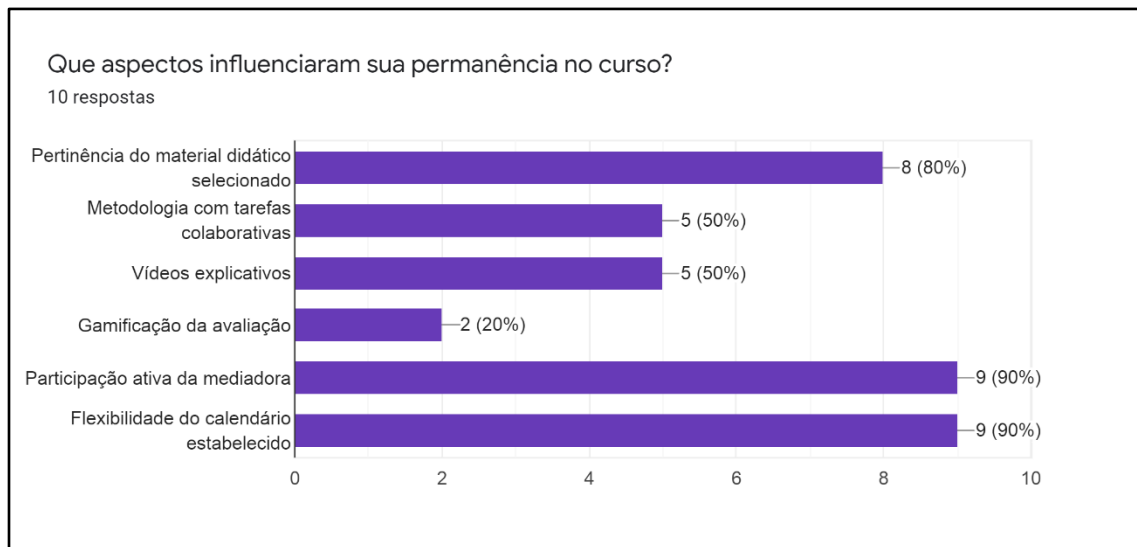


Source: the authors, field research

The most recurrent reasons for dropping out were lack of time, both for professional and personal reasons, followed by the offer period (September to December), which coincided with the closing and beginning of school periods, with the protocols for returning to work in person, and with the year-end festivities. Some respondents explained that the period was concomitant with vacations and the period of job transitions, which made it impossible to dedicate to the course. It is understood that, for other offers, the period of the course could be decided in consultation with the possible participants so that there are better conditions for participation.

Just as it was asked about the dropouts, the reasons that influenced the permanence of the participants who completed the course were surveyed and are presented in Graph 3.

Graph 3. Reasons that influenced the permanence of the course participants



Source: the authors, field research

The most recurrent reasons were the active participation of the teacher trainer and the flexibility of the established schedule, with 9 answers, followed by the relevance of the didactic material selected, with 8 answers. In the words of one respondent, "the pedagogical planning, including content, methodology and strategies of the teacher trainer, made me stay in the course, even though I had a very difficult schedule at the university". We can see that the limiting factor of lack of time, which motivated many to drop out, was not a determining factor for all the course participants. The change in the calendar to extend the deadline for the tasks, jointly decided in a synchronous meeting, combined with the quality of the material and the mediation, seem to have made a positive and significant difference for the permanence of the trainees.

An aspect that was pointed out as a reason to drop out by one of the trainees: "methodology with collaborative tasks", was indicated as a reason to stay in the course by 5 participants. This seems to indicate the heterogeneity of the group of participants and may lead to an understanding of the difficulty of everyone being satisfied with all aspects of a course. The instructional videos were indicated as a reason for staying with the course by 5 respondents. It is necessary to clarify that the videos were not in the initial planning but were produced after the second synchronous meeting with the participants, based on suggestions from the participants themselves. Finally, the gamification of the evaluation - the use of badges with the score achieved in each module for the personal contact of each participant at the end of each module - was indicated as a reason to stay only by 2 respondents. This indicates that despite being a possible pedagogical innovation, it does not seem to have constituted a factor as relevant as the others mentioned.

Other pertinent comments were made in the open part of the questionnaires, in the space for comments, among them criticisms and compliments, and will be addressed in the next section that deals with what was learned from the experience of the training course.

5 Learning about the training course

The training course for teachers and technical-administrative servers, discussed in this work, proved to be an initiative well evaluated both by the research participants, the teacher trainer and the AREX manager. This initiative is positioned in a context of few opportunities similar to those offered by this type of training, although there is an understanding of the need to discuss and study the subject, which was pointed out by one of the research participants in an opinion presented below.

The course should continue to be offered, considering the specificity of the theme and because the theme is still little discussed in other instances; also, because it brings new points in each new discussion.

It can be assessed that the understanding that the lack of knowledge about the internationalization strategies of the institution itself is a barrier to the engagement of the academic staff, as highlighted by Hunter (2018), is opposed to the scarcity of training courses of this nature. In the course, among the activities proposed for the expansion of knowledge about institutional documents on internationalization, one can mention the reading of the institution's Strategic Plan for Internationalization, introduced by the text of the task, an activity from Module 5 of the course, copied below.

Contact your teammates and organize into pairs or trios. Consider the knowledge built from studying the institution's internationalization strategic plan and the knowledge built in the course about internationalization at home to write a draft internationalization strategic plan at home for your institution.

Some course participants mentioned that it was the first opportunity they had had to read the institution's strategic plan for internationalization and engage in a practical task to deepen the knowledge built through the reading. Even though these documents are available on the institution's website and were widely disseminated when they were published, not always the administrative and teaching staff can organize their time to prioritize this kind of reading.

The exploration of institutional materials produced to encourage and organize the internationalization process can broaden the knowledge of the course participants, regardless of their individual starting point. Some course participants were just beginning their tasks

related to Local Internationalization Committees⁴ (LIC) while others had experience in both international mobility processes and internationalization activities at home. This exploration was beneficial for both groups, as initial learning and as expansion of the knowledge they already had, as pointed out by research participant in questionnaire about course closure, in excerpt below:

The course presented a lot of material on internationalization, broadening the view of the possibilities and purposes of internationalization in the higher education institution and internationalization at home.

As Hudzik (2015) indicates, it seems that the knowledge constructed contributes to breaking down behavioral, motivational, and attitudinal barriers, constituting an effective facilitator of a more comprehensive approach to internationalization. One of the ways of expanding knowledge was the proposal to browse the websites of other institutions and find examples about the topics studied, as exemplified below, from an excerpt of the activity proposed in Module 3 of the course

Search for websites or articles that indicate internationalization and 'internationalization at home' activities of higher education institutions in Brazil or around the world that have language issues. Select an example to socialize with your teammates, in order to map ideas of 'internationalization at home' in Brazil and in the world. One activity that took place last September 2021 that illustrates internationalization actions with a focus on language issues was the Erasmus+ online conference to celebrate the European Day of Languages. The main objective of the event was to demonstrate support for a comprehensive approach to language teaching and learning. One of the specific objectives was to discuss how to incorporate linguistic diversity and support literacy in all languages in schools. Can you find other examples? The idea is to put together a collaborative slide show.

Another particular aspect that is worth noting is that the course participants socialized experiences of 'internationalization at home' related to language issues in other institutions and reflected on the activities proposed by their own institution envisioning possibilities of application. One can notice the opportunity for integration and participation of different stakeholders in the internationalization process. In a study mentioned in section 2 on the importance of including administrative functions in the internationalization process of a higher education institution, Hunter (2018) also reports that the administrative staff pointed out that training courses are not only for acquiring appropriate knowledge and skills, but also for building team spirit and shared commitment. This pointing is echoed in the opinions of the participants of this course, which can be illustrated with the excerpt of research participant's comment in questionnaire on course closure, copied below.

⁴ Internal structure of the institution associated with the operationalization in the units, of the institution's internationalization policy.

They were pleasant moments of dialogue, exchange of experiences and studies of internationalization. It allowed me to broaden the previous concept that I had of the exchange activities. On reflection, it is urgent that I dedicate myself to learning English and Spanish not only to better develop the activities of the scope of work, but also for personal development.

Still in relation to language issues, it can be highlighted that the course participants positioned themselves in terms of their desire for foreign language knowledge as part of their professional and personal qualifications. This is in line with the findings of Dias et al. (2020, p. 4) who stress that "in this global society, qualifications include knowledge of other cultures, intercultural skills, and foreign language proficiency, just to name a few." In this context, the Brazilian government's lack of support for language training for internationalization stakeholders cannot go unmentioned. After the discontinuation of funding for the Languages without Borders program in 2019, faculty and administrative staff lost multiple opportunities for language training, something to be considered institutionally for the mitigation of this limitation.

Regarding the engagement of course participants in study activities and assignment production, the same was evident in the different modules. In the synchronous meetings, some commented that they rethought the theoretical concepts studied for their context and realized that their practical experiences were in line with the researchers' points; they just didn't know how to name what they were doing. One example is that some participants coordinated cooking activities, cultural presentations, and exchange fairs with the participation of international students on their campuses, but they did not know that these were 'internationalization at home' activities in the view of Beelen and Jones (2015).

The socialization of initiatives, both linguistic and internationalization at home, shows that it is possible to find ways, sometimes creative and innovative, to foster the process of internationalization of Higher Education in HEIs. Each participant of the course had the opportunity to seek experiences within their scope of interest and to get to know those of interest to their peers, as can be apprehended from the excerpt of the comment of a research participant in a questionnaire about the closing of the course, presented below.

It was a particularly good experience, because the course showed that some initiatives can be taken without much effort! The exchange of experiences and the mixture of teachers and technical-administrative employees helped to show all the processes involved, because in many situations, the teacher doesn't know the steps involved in a partnership and collaboration process with other institutions.

An important point in the previous comment that deserves to be highlighted is that it was positive, in the opinion of the trainee, that teachers and technical-administrative employees were the target audience of the course. Initially, during the first module of the course, this was a concern of the teacher trainer: if the joint participation of teachers and technical-administrative workers had been a good idea. It seemed that the two groups had different interests and perhaps different expectations in relation to the knowledge to be built. However, throughout the course, especially with the practical and collaborative tasks, the participants got to know each other and started to appreciate what the other group could add in terms of previous experiences.

The participants' prior knowledge was fostered throughout the course, which can be illustrated by the task, activity from Module 4, in text copied below.

Before we learn a little more about the internationalization actions at home of the two analyzed HEIs, let's do an activity to socialize what we have already done or are doing to contribute to the internationalization process, without physically leaving our institution. I produced a poster about some of my individual and/or institutional experiences of internationalization at home in one of them (next page) and I would like each of you to do the same exercise in relation to the second one. You can use photos or representative images. Have you attended/received international students or visiting professors? Have you participated in a hosting activity? Have you participated in events related to internationalization? It can be one experience, or several, but it has to fit on one page.

This observed situation, in a sense, shows that the course has responded to a concern of Hudzik (2015, p. 40) who argues that "perhaps the biggest organizational change in the steady march toward comprehensive internationalization is the modification in the institution's perception of 'who we are.'" For an institution to reflect on who it is as a collective, it is important for each stakeholder to reflect on who they are, individually, in that context. Both a technical-administrative employee with experience in the international relations sector, and a faculty member participating in a COIL activity for the first time, have much to share. It can be observed that the practical activities of socialization in the course under analysis propitiated this belonging to a community of practice in the field of internationalization, as outlined a priori in the course plan.

This methodology of theoretical and/or practical exploration followed by action, reflection, and collaboration contributed to individual and institutional knowledge. The pedagogical proposal propitiated the putting into practice of the studied premises and the socialization of experiences that contributed to the construction of knowledge, as can be inferred from the excerpt with the comment of one of the course participants, presented below.

From the content I had access to and the little participation I had, I noticed that the didactic material selected is interesting and that the methodology proposal, with collaborative activities, facilitates the learning of the course content.

It is important to mention that this positive view about the methodology was not unanimous from the beginning of the course, and that the methodological adjustments based on the monitoring of the participants' opinions contributed to this positive evaluation. The excerpt from the comment of one of the course participants, copied below, can illustrate this progression.

In the beginning it seems that we do not absorb the content presented, but with the other modules and videos we realize how much we have grown in knowledge and applications.

In the first two modules of the course, with many participants dropping out (more than 50% of those enrolled) even before the tasks started, the teacher trainer was insecure about the methodological proposal that included collaboration. For the teacher trainer, acting collaboratively means interacting with peers to build collective knowledge, it means co-constructing practice through reflection and awareness, and presupposes a path toward more fruitful interpersonal and professional relationships. As an example, the following is an excerpt from one of the many reflective and collaborative tasks proposed in the course, in an activity from Module 2.

Find an internationalization plan of a Brazilian higher education institution (federal, state, or municipal) on the internet and identify the premises of 'internationalization at home' present and not present in the document, in order to make a comparison of the place of these practices in different institutions. As an example, I attach the UFC's Internationalization Plan. There is no term 'internationalization at home' in the document, but there are several passages that show that the UFC's internationalization proposal is aligned with the assumptions of internationalization at home.

A remark from one of the dropouts about the inadequacy of a more participative methodological proposal tended to reinforce the uneasiness. But the notes of the other participants show that the challenge was positive. This is in line with Beelen and Leask's (2010) observations about the importance of moving beyond traditional perspectives and embracing a range of practical skills in engaging with the internationalization process. Even if the task was not without mishaps, the course outside of a traditional teaching and learning approach seems to have been an appropriate decision.

After the individual task, the different teams socialized their findings and collectively reflected on what Brazilian HEIs have been doing in practice. They understood the limitations and possibilities of the 'internationalization at home' proposals, and related the knowledge built

with their institutional roles and actions. Perhaps it would have been simpler just to passively watch explanatory videos and complete evaluative questionnaires on the readings done; however, the actions and reflections seem to have made more sense in the process of participating in the course.

6 Final Considerations

The experience with the IaHHES course demonstrates that there are ways to mitigate the lack of training for internationalization by expanding knowledge, regardless of the level of prior knowledge, both for beginners in the subject and for those with a lot of background in the subject. Furthermore, it is observed that the engagement of different stakeholders, faculty, and administrative staff, based on an active and practical approach to participation in the training process, proves to be desirable.

In summary, from the analyses and interpretations presented in section 5, some good practices for offering training courses of this nature can be inferred. The experience of training, raising awareness, and making administrative and teaching staff members more knowledgeable about the internationalization process of HEIs made such identification possible. These good practices are listed below.

- The heterogeneity of the participants' prior knowledge should be welcomed and valued in the pedagogical proposal. Even participants who were beginning their activities in the area of internationalization brought many pertinent notes during the training course, including questions that encouraged the reflection of participants with more experience in the area.
- The socialization of experiences should be central to the pedagogical design, both the experiences prior to the course and those lived during the proposed tasks. Getting to know the reality of other institutions by browsing through websites that presented strategic plans for internationalization and institutional language policies provided not only the broadening of awareness about possibilities in internationalization, but also the comparison with what has already been done in the institution itself.
- The change in the perception of institutional identity in terms of internationalization, that is, "who we are" in this field, depends on the engagement of the different stakeholders, administrative and teaching staff, in a reflection process. The exploration of the institutional actions already taken helped the participants to name what they were already doing and to glimpse possibilities of doing more.

The work developed and reported, allows us to confirm and complement several of the statements presented throughout this narrative: training activities of this nature are indispensable for Higher Education institutions in Brazil to mobilize allies in their own institutions to foster internationalization at home. In any case, a new evaluation to prove or disprove the conclusions addressed here can be made after the completion of the new class that

is starting the second edition of the course. Based on the point made by the director of AREX mentioned in the introduction of this article, it is understood that internationalization at home must become an especially important concept for the entire Brazilian university community, and for this reason it is important to "train, raise awareness and make our employees ambassadors of this theme".

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