Internationalization of and in Higher Education: concepts and approaches

ABSTRACT

The purpose of this article is to expand the discussion on the differentiation of the concepts of internationalization of and in higher education, based on studies developed in recent years on the subject. It is a theoretical essay that dialogues with researchers who have been revealing the potential of internationalization as a path to reflect on improving the quality of education and research for society. Proposals to operationalize it are in evidence, namely internationalization approaches, presented in this study: Internationalization of the Curriculum - IoC and Internationalization at Home - IaH. Ways to advance the understanding of the concept are pointed out, revealing other possibilities beyond the focus on internationalization as a destination for the commodification of higher education. Intercultural and solidary exchanges with foreign peers who can corroborate the development of this scenario are highlighted.

KEYWORDS

Superior Education. Internationalization of Education. Globalization and Education.

Internacionalização da e na Educação Superior: conceitos e abordagens

RESUMO

O intuito deste artigo é ampliar a discussão sobre a diferenciação dos conceitos de internacionalização da e na educação superior, a partir dos estudos desenvolvidos nos últimos anos sobre a temática. Trata-se de um ensaio teórico que dialoga com diversos pesquisadores que vem revelando potenciais da internacionalização como uma via de acesso para se pensar na melhoria da qualidade da educação e da pesquisa para a sociedade. Estão em evidência propostas para operacionalizá-la, nomeadas abordagens de internacionalização, apresentadas neste estudo a Internacionalização do Currículo - IoC e a Internacionalização em Casa – IAH. Apontam-se caminhos para a avançar à compreensão do conceito, revelando outras possibilidades para além da focalização da internacionalização como um destino para a mercantilização da educação superior. São evidenciadas as trocas interculturais e solidárias com pares estrangeiros que podem corroborar para com o desenvolvimento deste cenário.

PALAVRAS-CHAVE

Educação Superior. Internacionalização da Educação. Globalização e Educação.

Internacionalización de y en la Educación Superior: conceptos y enfoques

RESUMEN

El propósito de este artículo es ampliar la discusión sobre la diferenciación de los conceptos de internacionalización en y en la educación superior, a partir de los estudios desarrollados en los últimos años sobre el tema. Se trata de un ensayo teórico que dialoga con varios investigadores que vienen develando el potencial de la internacionalización como vía de acceso al pensamiento sobre la mejora de la calidad de la educación y la investigación para la sociedad. Las propuestas para operacionalizarlo están en evidencia, a saber, los enfoques de internacionalización, presentados en este estudio: Curriculum Internationalization - IoC e Internationalization at Home - IAH. Se señalan caminos para avanzar en la comprensión del concepto, revelando otras posibilidades más allá del enfoque de la internacionalización como destino de la mercantilización de la educación superior. Se destacan los intercambios interculturales y solidarios con pares extranjeros que pueden corroborar el desarrollo de este escenario.

PALABRAS CLAVE

Educación universitaria. Internacionalización de la Educación. Globalización y Educación.

1 Introduction

Considering societal transformations over time, Leask (2015) argues that universities are both agents and product of globalization. In this sense, in the context of contemporary society, the unfolding of internationalization of higher education is associated not only to the phenomenon of globalization, but also to the ways in which universities position themselves in the face of experienced challenges.

As internationalization of higher education became widespread as a scientific term, especially by reading Jane Knight in the 1990s, over these years and until today this concept has undergone a series of readjustments. This is instructed by Knight (2004) herself, who discuss the need to establish constant vigilance over the term, as for the author, internationalization of higher education must reflect the reality experienced by society. This movement not only interferes, but also gives meaning to the development and application of policies and actions for internationalizing universities.

Over the past thirty years, what has been seen in the field of internationalization of higher education is that both initial concepts change while new ones emerge, integrate, modify and compose new knowledge and insight. Thus, the purpose of this article is to expand the discussion on the differentiation of the concepts of internationalization of and in higher education, based on studies developed in recent years on the subject[1].

This is a theoretical essay, organized as follows: first, the concept of internationalization of higher education is presented and clarified. Next, the differentiation between the internationalization of and in higher education is discussed and some approaches are presented, which, in turn, precede the final considerations.

2 Trajectories for the resignification of the concepts of internationalization of higher education

According to Knight (1993), the term internationalization originated in the Social Sciences centuries ago, however, it has been increasingly gaining space and discussion in education since the 1980s in a context that privileged international education as the relationship between nations and countries. In the 1990s, a certain concern was perceived in academia to broaden, differentiate and clarify terms such as comparative education, global education and multicultural education in a sense of focus and scope.

Thus, the first definition presented by Knight, in 1993, defined internationalization as the process of integrating an international and intercultural dimension into teaching, research and the services offered by HEIs. In the 2000s, concepts more related to student and professor mobility emerged, which consequently refer to the extinction of geographical barriers in HE, such as transnational education, borderless education and cross-border education (KNIGHT, 2003; 2004).

Considering the growth and scope of the topic in the context of higher education, in 2003, the author presented a redefinition of the concept, as explained in the previous section: it is a procedural and integrated concept between the national, sectoral and institutional levels and at the international, intercultural or global dimensions to the purposes, functions and offer of higher education (KNIGHT, 2003).

For De Wit et al. (2015a) the definition proposed by Knight allowed a series of coherent understandings to be carried out from the procedural conception of internationalization, in the most different contexts and levels. The difficulty in facing

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internationalization not as an act in itself is related to the student mobility boom that occurred in the 1990s and early 2000s, reverberating in a tendency to reduce internationalization to mobility actions.

It is in this sense that, in recent years, several authors have come together as a network to develop and strengthen concepts that reveal the potential of internationalization as a path to reflect on improving the quality of education and research for society. Therefore, the aim is to minimize the effects of mobility as a profitable and quantitative service, however, without failing to meet the growing demands for curricula guided towards achieving good learning outcomes (DE WIT et al., 2015a).

This is a requirement of the globalized society, and therefore, a great challenge, as the theme of internationalization guided towards mobility tends to privilege financially better positioned audiences, to the detriment of others, in this case, the vast majority. Thus, the concept remains under the care of researchers, so that more qualitative internationalization perspectives for higher education are evidenced.

Hans de Wit et al (2015b), under the seal of the European Union, reaffirm the conception of Knight (2003), however, highlight more expressively the focus on the quality of educational processes for members of the academic community. According to the authors, this redirection of perceptions is an essential element of the concept proposition, but it is commonly neglected by higher education institution managers.

Some arguments justify such adequacy of this concept: a) it is demonstrated as a planned and intentional process that works as a basis for strengthening and improving the performance and quality of higher education institutions; b) it is a more inclusive movement and should be part of an internationalized curriculum for all students and staff; c) it is not an objective in itself, it is not connected to economic reasons, but especially to ways of improving quality within and outside the HEIs (DE WIT et al, 2015b).

According to De Wit (2020), this approach, since its publication, has been accepted and widespread among researchers in the area. In line with Knight (2003), the author highlights the importance of this proposal in reflecting changes guided towards more ethical and qualitative approaches to internationalization to the detriment of new events that emerge in society.

Based on the precepts of Hudzik (2011), who conceptualizes comprehensive internationalization as a commitment that merges with the objectives and missions of each institution, both intentionally connected with global movements, Brandenburg et al. (2019) understand that internationalization needs, in addition, to be a component of social responsibility that should emphasize collective social action and more clearly favor the whole society.

Thus, it is observed that, over time, conceptions begin not only to highlight their procedural character, but also to highlight the importance of the social engagement of the involved actors and HEIs. For this, the developers and operators of internationalization policies need to understand the dimension of what is expected from these decision-making (BRANDENBURG et al., 2019).

Actions for internationalization of higher education must merge with the universities' agendas so that in the life of the academic community and outside it, constant movements for planning and evaluating the actions and the direct impacts of this process on society can take place. Regarding its international character, the same authors discuss that it is possible to involve the community in the country or abroad, which may take the local to the global or vice versa (BRANDENBURG et al., 2019).

As a more integrated movement in relation to what happens beyond the academic community, Brandenburg et al. (2019) highlights the need for internationalization in universities to be associated with other social instances. Therefore, they propose the use of the term Internationalization in Higher Education for Society (IHES), which should occur

transversally in all HEI niches: teaching, research and extension. Briefly, in this conception, it is considered that the developed activities should generate impacts for the whole society, and for that, they must be considered from the planning to the evaluation.

It is noteworthy that the concept undergoes improvements reflecting the changes through which society develops in the contemporary context. The heterogeneity caused by the intensified communications between different peoples offers complexities to higher education, and the aforementioned authors include more critical issues in their reflections to support the delimited assumptions.

3 Conceptualizing internationalization of and in higher education: contributions of internationalization approaches

As the concepts are presented, researchers worldwide present theses on ways to operationalize internationalization beyond mobility. Internationalization approaches (SANTOS FILHO, 2020), especially those arising from qualitative perceptions, have evidenced the importance of observing the differentiation between the terms used, as announced in the introduction: internationalization of higher education and internationalization in higher education.

Internationalization of higher education is related to the phenomenon that affects the area (PEREIRA; HEINZLE, 2017). In this case, as the recent timeline shows, historically, universities have been pressured to incorporate internationalization into their institutional principles. It is a process presented as fundamental to the academic community under several arguments, but which, in any case, make up a movement established by the dominant countries through policies of global reach.

Internationalization in education higher education, on the other hand, brings to light the intricacies of the processes that involve internationalization (PEREIRA; HEINZLE, 2017), and can also be interpreted by the nomenclature internationalization for higher education. As it is directly related to the operationalization of actions, that is, the ways in which internationalization will be developed in the academic environment, it gives greater prominence to the approaches when compared to the previous concept, as it is dedicated to elucidating the possible paths for the social agents that are part of that field.

Internationalization in and for higher education is concerned with debating the ways in which the experiences established with foreign contexts corroborate the formative processes of the academic community. It is concerned with revealing potentialities of its own context that would not be perceived without the exercise of intercultural exchanges between different social agents. In addition, it provides heterogeneous reflections and perceptions that reverberate beyond an imposing movement in higher education.

What is verified in this study is that these understandings are grounded and receive direct influence from internationalization approaches, that is, the ways in which internationalization develops in higher education institutions, as they reveal clues about how they behave in the face of the phenomenon of internationalization. Some of the most widespread, to date, are the Internationalization of Curriculum (IoC) and the Internationalization at Home (IaH), although other perspectives have also been presented by scholars in the field.

These approaches converge in definition and in practice (BRANDENBURG et al., 2019). According to Beelen and Jones (2015), although they are concepts with similar precepts, the IaH is a subset of the IoC. The difference is found especially in their emphases, that is, although they share the same intention of being developed via formal and informal curriculum, the IaH focuses its efforts on domestic learning environments, while for the IoC the location is indifferent, and may occur at home or abroad.

As shown in Figure 1, the assumptions established in both cases can contribute to reflections on the possibilities that internationalization can offer for higher education, as the scope of the IaH processes can act directly in relation to the teaching and learning issues in the national territory, covering all local students.

Figura 1. Conceptualization of Internationalization in Higher Education
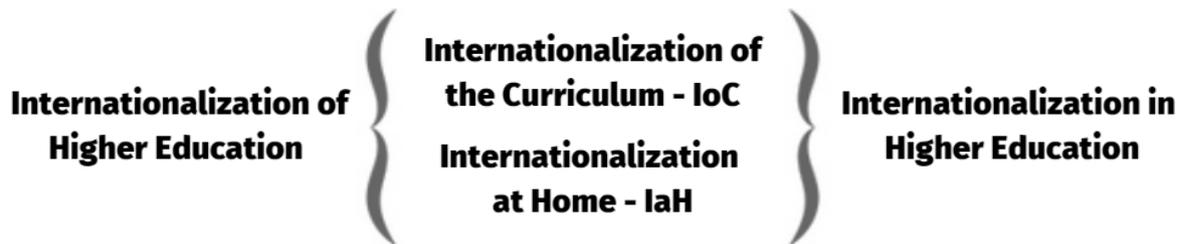
Fonte: by the authors (2022).

Next, the elements anchored by the aforementioned approaches are presented to detail the ways in which internationalization is perceived and incorporated as an institutional process, and not as an end in itself. This movement is fundamental for terminological differences to corroborate with clarification and space of internationalization in the field of higher education.

3.1 Internationalization of the Curriculum – IoC

Regarding Internationalization of the Curriculum, Betty Leask, an Australian researcher, has been building and elucidating it as a procedural tool for internationalization with her collaborators since 2012. The book Internationalizing the Curriculum, published in 2015, has significantly contributed to the development of internationalization in a more practical and linked way to the organizational and curricular processes of several universities. In addition, the author has frequently acted as a consultant in several HEIs around the world.

Leask (2015) shows concern about the way in which the concepts of internationalization are reinterpreted in a globalized society, which pushes universities to develop curricula designed to teach students to live and work in a capitalist environment. This reverberates in the operationalization of higher education courses driven by learning outcomes idealized and expected by the job market. For the author, an imperialism imposes Western ways of thinking and doing, worldwide, in models that reproduce Eurocentric practices, programs and paradigms (LEASK, 2015).

Although she uses the curriculum as a reference, the author presents a holistic view in which the curriculum unfolds between the formal/official, informal and hidden faces and is evident in the student's formative path. It is in this sense that Leask (2015) reflects and is dedicated to understanding the relationships established between the curriculum and the internationalization process, considering student learning as a central element in debates on education and higher education.

Curriculum internationalization encompasses all teaching and learning situations, considering the direct link with teaching methods and didactic assumptions that include the processes of learning selection, ordering, organization and assessment, and consequently affect processes, dynamics, interactions and skills developed by students. According to the author, internationalizing the curriculum is to consider and enable innovative changes and improvements in all possible university movements (LEASK, 2015).

In the words of Leask (2009):

[…] curriculum internationalization 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. (LEASK, 2009, p. 209).

It is, therefore, a broad process that involves and relates forms of content, teaching, learning and assessment that incorporate international and intercultural dimensions. The curriculum becomes a product of this process as the instrument that allows students to carry out research and develop studies at the international level, considering cultural and linguistic diversities, so that, in this way, they develop international and intercultural perspectives as professionals and citizens acting globally.

Stating that internationalization in higher education occurs in a context of different cultures through different practices of knowing, doing and staying in the disciplines, Leask (2015) reflects on the curriculum from an intercultural perspective. The author recognizes the direct influence of professors in this process, as they define the trajectories and delimit the learning results they intend to achieve, both in terms of internationalization and the effective involvement of all students.

According to the author, when the focus is only on specific activities, contents or isolated experiences, such as academic mobility actions or foreign language courses, only parts of knowledge about international contexts are developed, commonly restricted to those involved in a specific action (LEASK, 2015).

Leask (2015) developed a framework that details the scope of this process, identifying the main elements to be considered for the internationalization of the curriculum. For the author, it is a device composed of different contextual layers, but, in practice, each axis occurs concomitantly and interactively with each other (Figure 2).

Figura 2. IoC Framework

Fonte: Leask (2015).

The lower part of Figure 2 shows how each context must be thought of against the curriculum, that is, against the upper part of the device, as well as what each context incorporates and to which it corresponds. These layers will be briefly presented below.

Regarding the global context, Leask (2015) highlights that there is no equal distribution and sharing of policies and guidelines, on the contrary, internationalization presents itself as an oppressive and discriminatory movement in economic and intellectual terms, depending on the scenario, the goals and people who carry out the educational models, especially in Western countries.

In national and regional contexts, it is up to each conjuncture to determine its governmental policies related to internationalization. According to Leask (2015), the starting point and support for formulating these policies must be the reality of each context, as also pointed out by other scholars.

The local context encompasses the social, cultural, political and economic conditions that can offer both opportunities and challenges for the internationalization of the curriculum. From this, actions are undertaken, aimed at developing the students' skills to act as ethical and responsible local citizens, critical and reflective professionals who understand and act in the face of local-national-global relations.

As for the institutional context, along with the formal/official curriculum is the informal curriculum, which involves the various extracurricular activities and other services that students may perform in the context of higher education. Both reflect the university's mission and ethos, conveying many of its principles to students. For Leask (2015), they

outline the total academic experience in the university environment.

Subsequently, the author presents how internationalization of the curriculum unfolds in interface to the presented contexts. Knowledge in and across disciplines is at the heart of this structure, as it is the basis of knowledge. She suggests that disciplines need to address the most diverse issues related to the world and seek solutions that go beyond disciplinary and cultural boundaries (HUDZIK, 2004). In any case, they will only be coherent if they focus on student learning and development (LEASK, 2015).

As for the paradigms that relate different moments of student stay at the university, according to Leask (2015), although dominant paradigms are often related by professors when curricula are guided towards the development of skills and attitudes, the challenge is to explore these paradigms in the classroom to provoke the emergence of opportunities to reflect and act in active and critical ways, then both dominant and emerging paradigms need to be in evidence in this process.

Systematic development throughout the program, for all students, is about the development of international and intercultural knowledge, skills and attitudes that enable the internationalized curriculum based on careful cooperative planning between professors and coordinators of a study program. Developing skills, such as language skills and intercultural competence, for example, needs to be carried out across different disciplines, levels and through a series of strategies so that all students achieve the expected results. This is because, according to the author: "the disciplines are distinctive and different in many ways, an internationalized curriculum should and will look unique in different disciplinary contexts." (LEASK, 2015, p. 14), thus, it is necessary to have clarity as to the reasons why the process is intended.

From this system, internationalized curricula emerge, defined by two main characteristics. The first one, due to the fact that it must occur in the context of "[...] different cultures and practices of knowing, doing and being in the disciplines" (LEASK, 2015, p. 3). Secondly, the author highlights that, in the case of a faculty with the experience, skills or knowledge necessary to internationalize the curriculum, support from consultants and experts is necessary to define the desired results on internationalized learning to ensure that all students can meet the proposition.

Moreover, considering the requirements of professional practice and citizenship (local, national and global), elements of paramount importance in the elaboration of the curriculum are necessary, especially insofar as professionals from other organizations also work on it. In addition to preparing students to work in a globalized world, moral and citizenship issues must be accounted when planning an internationalized curriculum (LEASK, 2015).

In this way, the Student Learning Assessment should reflect on the science of what is expected about the results achieved by students at the end of a program and/or training. This can be an important observation to assist in the planning of learning assessment tasks and experiences, jointly with regular feedback - formal and informal - on everyone's performance throughout the process, relating international and intercultural goals (LEASK, 2015).

Leask (2015) also discusses the process of implementing the internationalized curriculum. In the author's proposition, in this framework, IoC consists of a process that highlights the need to actively engage students and teachers in teaching and learning because, in this way, monitoring the systematic development of learning outcomes is possible. The definition of IoC is intrinsic to collective action, it is intentional and is intended to develop international perspectives, intercultural skills and the ability to think critically. Thus, they become lifelong learning skills (LEASK, 2015).

IoC understands that students are involved and developed by different cultural contexts, such as social, human and academic beings, inserted in a broader context that also makes them economic agents. Through this approach, it is possible to work with differences, sharing equally valued experiences through interculturality and from different social and

intercultural learning environments (LEASK, 2015).

3.2 *Internationalization at Home – IaH*

As for Internationalization at Home, Santos Filho (2020, p. 18) considers this perspective as an advance in the discussions that permeate the "policies of internationalization of Higher Education", for its potential to create opportunities and expand democratization of access to a greater number of beneficiaries, considering that mobility, or cross-border education, is a privilege for the few. For De Wit and Altbach (2020), inclusive approaches focused on IaH are possibilities to emphasize the shift from quantity to quality.

Beelen and Jones (2015), reflecting on official publications, consider the need to update the existing restrictive view of Internationalization at Home originally launched by Crowther et al. (2001), who defined it as any internationalization activity not related to mobility. The authors propose the concept be used as "[...] the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (BEELEN; JONES, 2015, p. 69).

This definition highlights that internationalization must permeate the basic curriculum of all courses, and not just elective/optional subjects, also emphasizing its intentionality aspect, since, otherwise, it may not reach the scope of the entire academic community. In this way, IaH can be used in opposition to mobility within the curricula, considering the fact that, worldwide, there is a low rate of students who perform it.

For the same authors, all students and other members of academic communities need to have the opportunity to benefit from internationalization, or in other words, to enjoy a domestic curriculum that promotes the acquisition of international skills that are similar to those acquired by mobile students (BEELEN; JONES, 2015).

In this regard, Beelen and Leask (2011) point out that IaH is not a didactic concept, or even a goal, but a set of instruments and activities that aim to develop international and intercultural competences in all future professionals of the globalized world. The authors corroborate the ideals of Leask (2015) when discussing the fact that offering English classes, as an example, will not internationalize the curriculum, as the program content and learning outcomes also need to permeate internationalization processes, and this cannot, therefore, be reduced to just changing the instruction language.

The authors understand that there are a series of instruments to make internationalization possible in universities and which do not necessarily include mobility. In addition to the classic indications of international literature and lectures by experts from other locations, the appropriation of case studies and international practices, information sharing by students who have been abroad, if any, as well as the partnerships that can be raised through technological networks (BEELEN; JONES, 2015). "[...] technology-based solutions can ensure equal access to internationalization opportunities for all students" (BELLEN; JONES, 2015, p. 64), considering the possibility of involvement with culturally distinct local and international groups.

Elspeth Jones and Reiffenrath (2018) clarify in practical terms the numerous ways, approaches and possibilities to internationalize at home, based on studies developed by the European Association for International Education (EAIE), when discussing internationalization of higher education, as shown in Chart 1.

Chart 1. Resources for approaching internationalization at home

Proposition	Context of application
Offers all students the global perspective.	Through the curriculum, internationalization at home intends to enrich the quality of the teaching-learning process, integrating the global perspective

	and, consequently, favoring the inclusion of students from different origins.
Transcends elective or specialist courses.	Will be developed for everyone, covering the elements of internationalization in a systematic way in the course curricula.
Develops international and intercultural perspectives through the subjects' learning outcomes.	Dimensions built into learning outcomes so that the student understands the impacts and implications of the objects of study locally and globally.
Receives support from informal curriculum activities at the institution.	Takes place in informal environments and in parallel groups and activities, providing comprehensive internationalization.
Uses cultural diversity in the learning, teaching and assessment processes.	Is an element that promotes the inclusion of culturally distinct students' experiences and knowledge, for both international and local students.
Offers the opportunity to engage with people who are culturally distinct from the local society.	Encourages students to seek intercultural and international contact, reflecting on the effects of globalization, migration and cultural diversity in their place.
Involves all staff and students.	Considers teaching and curriculum as central to internationalization at home, therefore, students, teachers and staff need to appropriate these principles to meet educational policies.
Makes teaching English or another foreign language more flexible.	The incorporation of different viewpoints and global contexts is not language dependent and may or may not occur.
Includes virtual mobility in partnership with external universities.	Aims to include virtual activities, such as lectures or sharing of virtual classes, knowledge production in partnership with other foreign institutions.
Promotes intentional engagement with external students.	To ensure integration in different environments, formal and informal, activities that stimulate exchange and collaboration among students whether local or international are carried out.

Fonte: elaborated by the authors from Jones e Reiffenrath (2018).

The postulates by Jones e Reiffenrath (2018) provide a holistic view on the ways of developing IaH in line with the principles postulated in the literature by Beelen and Jones (2015). In this synthesis, the intercultural character of the application contexts is verified, as well as the numerous forms of reaching the academic community.

As stated by the concepts of internationalization of higher education, IaH cannot be summarized in specific actions, as the process of internationalizing the curriculum at home has a close relationship with the ability to be developed, applied and assessed by the academic team, and this is a critical success factor for its implementation. In Europe, for example, IaH is recognized as part of the European Commission's education policy agenda, aiding in the processes of building internationalization policies (BEELEN; JONES, 2015).

The document European Higher Education in the World, issued under the seal of the European Commission - European Commission (2013), for example, determines the basic IaH priorities, which, along with digital learning guided towards higher education institutions and Member States should provide: a) the capitalization of international experiences and competences to develop international curricula for local and mobile students; b) increasing opportunities for students, researchers and collaborators to develop communication skills in the local language and in English in order to maximize the continent's linguistic diversity; and c) the development of international online collaboration and expansion of teaching delivery modes aiming at expanding access, internationalizing curricula and enabling new partnerships.

According to Beelen (2019), countries that adopt this approach offer training courses for internationalization at home, both at local levels and for sectoral conjunctures, citing the Netherlands as active participants in this movement. On the other hand, through action

research that included teachers from the Netherlands, Belgium and Norway, four issues that make internationalization at home difficult were also identified, highlighted below.

The first issue is related to the lack of clarity on the terminology of the concept, as it is often mistakenly limited to the teaching of the English language or student mobility actions. Secondly, it is related to the absence of institutional policies that promote the IaH implementation. The third one is related to the previous one and concerns the professors' lack of skills for such conduct, especially as most professors do not understand internationalization as an interconnected dimension to education. The fourth issue is related to the non-integration of those interested in IaH implemention, who operate, in most cases, in isolation, which reveals the negligence of the managers in the area (BEELEN, 2019).

As explained above, IaH can be founded on institutional strategies so that all students engage this purpose in their lives, as citizens and professionals. For this, it is necessary to understand it conceptually; identify it from institutional potentialities and, thus, get involved with the foreign community; cover the entire institution; connect to teaching and extension processes and, finally, develop regional and global partnerships to assist in the financing of inclusive internationalization (BEELEN; JONES, 2015; BEELEN, 2019).

4 Final considerations

The objective of this article was to broaden the discussion on the differentiation of the concepts of internationalization of and in higher education, based on studies developed in recent years on the subject. For the proposed reflection, Internationalization of the Curriculum - IoC and Internationalization at Home - IaH approaches were used, recently highlighted in the academic literature as potentiators of the implementation of internationalization in universities.

These approaches, understood as procedural movements, point out ways to advance the understanding of internationalization in higher education as opposed to internationalization that is constituted as an elitist and excluding phenomenon, which is limited to foreign mobility and the commodification of higher education. Strategies to include internationalization in higher education are brought to the debate, which therefore acquires a formative meaning in educational processes. In this perspective, the intercultural and solidary exchanges that can be carried out with foreign peers are evidenced, which, for that, need to be perceived as a possibility by the HEI so that it can be understood and developed in this sense.

Evidently, internationalization in higher education is a challenge, especially for emerging countries such as Brazil, which are influenced by the domination of developed countries in different ways. It is considered, however, that this clarification can propel the broader establishment of a deeper understanding of conceptions and perspectives that permeate the scope of the theme. Including discussions in HEIs about these perceptions in a hermeneutic and dialectical sense, which highlights the intentions and scope of internationalization in the face of observed demands, is part of the understanding that is sought in relation to the very identity of universities in the contemporary context.

As discussed by Knight (2003) in relation to updating the concept, perceiving the possibilities of internationalization as an element present in higher education spaces has the potential to reflect and materialize internationalization processes based on local, and consequently, social problems. To advance in this context, it seems essential to deepen concepts in perspectives of comprehensive internationalization.

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