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# **INTERNATIONALIZATION OF HIGHER EDUCATION**

**practices and reflections from  
Brazil and Australia**



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**INTERNATIONALIZATION OF HIGHER  
EDUCATION: PRACTICES AND  
REFLECTIONS FROM BRAZIL AND  
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# PEDAGOGY FOR INTERNATIONALIZATION AT HOME IN THE BRAZILIAN HIGHER EDUCATION CONTEXT

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## 1 Introduction

In recent decades, many striking transformations and changes globally in the financial, social, political, and educational domains

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have highlighted the need for greater production and dissemination of knowledge (Hargreaves, 2004, Didriksson, 2008). These transformations have consequences at the local, regional, and global levels and pressure for reforms in the educational field. In other words, the current situation of higher education institutions (HEI) has its roots in a number of socio-historical and economic changes of our world that give rise to the so-called 'emerging contexts.' Since these are still under construction, they reflect historical tendencies between an educational model oriented towards the social good and another towards the individual good amid constant tensions (Morosini, 2017). Based on this understanding, there is no single model of HEI and consequently no single model of internationalization of higher education (IHE).

Globalization influences higher education, and their relationship is associated with concepts such as international education, internationalization, and international cooperation (Morosini, 2011), being a relevant topic for contemporary studies in higher education. The most used definition for the internationalization of higher education is proposed by Knight (2004, p. 11), who described it as a "process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education".

The influence of globalization on the internationalization of higher education is widely observed in the literature, as Knight (2004) states, corroborating the aforementioned views. Because it is a complex phenomenon, it has multiple meanings, from experiences and scientific research between countries to cross-border institutions, international programs, student exchanges, and technical cooperation (De Wit, 2017).

A knowledge society requires that people learn to learn, learn throughout life (Gacel-Ávila, 2018), and more recently, learn to transform for building a society that promotes sustainable development.

This perspective had already been supported by international organizations led by the United Nations (UN), through the 17 Sustainable Development Goals.

In 2015, UNESCO, an international organization focused on education, formally established the E2030 Agenda by means of the Incheon Declaration (UNESCO, 2016). More recently, in an effort to listen to society, this organ performed a number of studies and held web conferences to share the findings of its research. One project is the interactive “Futures of Education” (UNESCO, 2021a), which proposes a long-term reflection on education, aiming for 2050. Along the same lines, the 3rd World Higher Education Conference (WHEC2022) will also discuss sustainable development, with the title “Reinventing Higher Education for a Sustainable Future” (UNESCO, 2021b). In this context, teachers and students work in an increasingly diverse and changing field, facing numerous challenges.

WHEC2022 emphasizes the urgent need for teachers to be prepared to face a context that considers the impacts of COVID-19 on higher education. It also points to a number of other factors, such as achievement of sustainable development goals, inclusion in higher education, search for the quality and relevance of academic programs, academic mobility for diversity, production of data and knowledge, international cooperation to promote synergies, and preparing for a future of education that considers its new competences (UNESCO, 2021b).

The internationalization of higher education follows this direction and is anchored in comprehensive and equitable concepts that promote differentiated learning opportunities through training programs, which prepare students for a global society and its challenges. In this situation, emerging contexts are urged to respond from the inside. For these contexts, a humanistic approach to internationalization generates greater understanding and cooperation between

cultures and nations, thus fostering inter-institutional collaborations based on solidarity and mutual respect (Gacel-Ávila, 2018).

Morosini (2017), considering the global quest for sustainable development, describes the internationalization of higher education as a process of integrating an international and intercultural dimension into higher education, which results from interactions based on collaborative networks involving developed socioeconomic blocs and others that value multiple cultures, differences, and times. Her definition can lead to a broader concept, which complements this idea in consonance with the challenges that internationalization has generated for HEIs today, based on the existence of actors and models in different parts of the world. In this sense, internationalization is a structuring pillar for the development of the entire HEI and an indispensable strategy for scientific and technological progress and the creation of training opportunities for the academic community.

Over the years, internationalization has been associated with researcher and student exchange, the study of additional languages, research projects with international partners, international and comparative education, agreements, binational cooperation, the opening of branch campuses, establishment of institutions outside of their home country, cooperation networks, double degrees, rankings, among others (Knight, 2020). This myriad of interpretations reflects the importance that internationalization has gained in the field of higher education. Since it is interwoven with HEI's mission, it is impacted by a number of external factors. It seeks to adapt to the main world problems and events, for instance, tensions and political upheavals, environmental disasters, migrant and refugee issues, health risks such as the Zika virus and COVID-19, and economic turmoil (Knight, 2020).

For a long time, internationalization was seen almost entirely as synonymous with mobility and academic exchanges. However, the current tendency is towards internationalization at home (IaH) and

internationalization of the curriculum (IoC). IaH is understood 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), while IoC is defined as “the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as into the learning outcomes, assessments, teaching methods and support services of a study program” (Leask, 2015, p. 9).

While IaH specifically excludes mobility, IoC includes both mobility and domestic activities. However, the strengthening of the two perspectives is encouraged because they both emphasize the process of internationalization of higher education as pedagogical (Beelen & Jones, 2015, Leask, 2015). In other words, they promote academic training for all HEI students based on the incorporation of international and intercultural dimensions into the curriculum. These contemporary approaches to internationalization focus on teaching. In this context, teaching staff is the key player of both IaH and IoC (Beelen & Jones, 2015, Leask, 2015). Therefore, training higher education faculty within the context of the internationalization of higher education is a decisive element for the educational process and is still a field under construction.

Considering the need for internationalization to involve everyone, given the search for equity as proposed in UN Sustainable Development Goal 4 and the specific context of Brazilian higher education, in which mobility options are very limited, this chapter will focus on IaH. It is closer to Brazil's reality on HEIs in terms of internationalization, as many Brazilian students and teaching staff don't have access to academic mobility and its benefits. In view of the elements that were briefly discussed in this introduction, this chapter aims to reflect upon the need for a pedagogy of the inter-



nationalization of higher education in the Brazilian context with an emphasis on the IaH model.

For that, this chapter is divided into three sections. The first section presents theoretical constructs and a perspective for the development of the internationalization of higher education in Brazil. Then, the second part discusses IaH's potential for internationalization in emerging contexts, understood here as developing countries. Finally, the third section addresses the pertinence of a pedagogy of the internationalization of higher education with an emphasis on faculty.

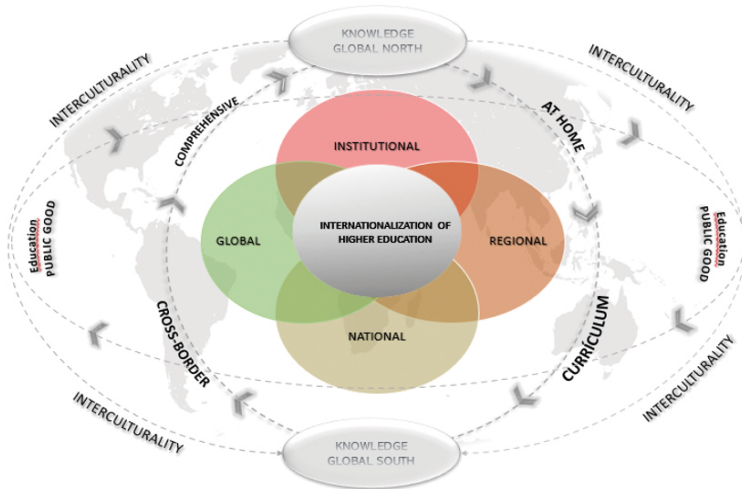
## **2 Development of Internationalization of Higher Education in Brazil**

The internationalization of higher education, as a scientific field, involves countless actors and different theoretical and practical perspectives, which form a complex and changing movement. Bourdieu's (1983) perspective on the scientific field reflects agents' disputes and positions in the effort for achieving the symbolic capital of scientific authority. This makes the definition of its limits and disciplinary relations complex. This field denotes global tendencies in different positions and with different *ethoses*, such as nationalism, regionalization, and globalization (Morosini & Nez, 2020). These *ethoses* are not isolated but inter-related. In every moment, tensions underlie and reflect the system of political and scientific beliefs in the field, which are embodied in the monopoly of scientific competence (Morosini & Nez, 2020).

The dispute within the scientific field gives the actors involved a great deal of recognition. This recognition of scientific authority by their peers is a symbolic goal of dispute in this specific field. By acting, these social actors address the challenge of achieving greater autonomy in academia in relation to other social actors, especially

in the field of power (Azevedo, Oliveira & Catani, 2016). Furthermore, this is not a neutral field as it relies on an interdisciplinary approach. It is a topic of interest and relevance to different areas, including International Relations, Linguistics, History, Political Science, and others, with an emphasis on Business Administration and Education (Morosini, 2018).

Figure 1 presents a conceptual model proposal for the internationalization of higher education as a scientific field, in which the underlying rationales from the Global North and Global South are contemplated.



**Figure 1.** The scientific field of internationalization of higher education  
**Source:** Adapted from Morosini and Dallacorte (2021, p. 45).

The figure shows several concepts and models that constitute the scientific field of the internationalization of higher education. These concepts need to be analyzed in light of some specific criteria, such as, according to Knight (2020), the differences between countries and regions of the world, acknowledging that priorities, reasons, appro-

aches, risks, and benefits differ between East and West, North and South, sending and receiving countries, developed and developing ones. Although the foundations of the internationalization of higher education include interculturality, integration, and solidarity between peoples, it is still contradictory that these topics are also a reason for arguments, clashes, and disputes between social actors in the academic and social fields, as everyone involved in the production and distribution of knowledge and science interacts (Azevedo, 2014).

This means that HEI is a field dominated by technical knowledge and social power, having a power imbalance between the existing structures, given the centralization of knowledge production and monopoly of scientific competence in developed countries (Morosini & Nez, 2020). However, it is already possible to identify a slight tendency of decentralization, as knowledge produced in Asia and Latin America and the Caribbean (LAC) has been increasingly valued. This movement is the result of the social and historical process of construction of the internationalization of higher education, which needs social actors committed to its principles. It also needs initiatives, incentives, movements, and policies both from States and regional authorities (Europe, Mercosur etc.) to emulate, fund, and implement it (Azevedo, 2014).

Besides the consolidated approaches to internationalization, resulting from the monopoly of scientific competence in developed countries, emerging understandings from the Global South have been gaining strength. Among them, it is worth highlighting those aiming at a more democratic perspective on internationalization. This movement is based on horizontal South-South relations, and their purposes are not only established in the

[...] search for development in the training of high-level human resources, but in the belief that knowledge of emerging realities is important for the formation of subjects with a local identity and an important contribution to solidary integration. (Morosini & Nez, 2020, p. 2)

An example of this movement comes from the LAC region, which advocated for the concept of education as a social public good, a universal human right, and a duty of States in the Regional Conferences on Higher Education (CRES/UNESCO-IESALC) in 1996, 2008, and 2018. In this context, seeking solutions for social problems,

[...] internationalization is conceived as a tool for solidary regional integration, with the active participation of all actors with a critical and autonomous perspective to minimize inequalities and to generate non-trade internationalization circuits. (Morosini & Nez, 2020, p. 3)

For a long time, the internationalization of higher education depended on researchers' network contacts and academic mobility, having a passive and individual dimension. However, for a real transformation of the university environment, it must occur from the inside at a constant pace, and not as some fad or ethnocentrism. The local context (city and countryside) must be respected. In this way, international solidarity contributes to the fair execution of inclusive and progressively transformative public policies and strengthens social changes (Azevedo, 2014).

Internationalization is relevant and requires the attention of the entire HEI, as it is strategic for the development, innovation, and improvement of the quality of higher education (Gacel-Ávila, 2018). As a planned action, it has been incorporated into missions, institutional development plans, policies, plans, programs, and

actions. Having a “defined focus on content, methods, people and international structures” (Barbosa & Neves, 2020), HEIs are able to respond to the challenges of the knowledge society. Thus, the internationalization of higher education becomes a proactive response from the academic world to global dynamics, favoring a strategic educational praxis designed for the world and coherent with local demands and needs for sustainable development (Gacel-Ávila, 2018).

In Brazil, internationalization had a timid start in response to government priorities to build on expertise for its development. More recently, the Brazilian government designed strategic programs to boost internationalization, such as the *Programa Ciência sem Fronteiras* (Science without Borders) – CsF (2011-2015), *Idiomas sem Fronteiras* (Language without Borders) – IsF (2012, renamed to *Rede Andifes*), and *Programa Institucional de Internacionalização* (Institutional Program of Internationalization) – PrInt, by the Brazilian Federal Agency for Support and Evaluation of Graduate Education – CAPES (2018-2022).

The goal of *Ciência sem Fronteiras* was to provide students with international experiences and quality training in foreign HEIs of excellence and attract young researchers in strategic areas to Brazil, as established by Decree No. 7642 (Brazil, 2011). The program boosted the training of undergraduate and graduate students, teaching staff, researchers, specialists etc. as a strategy to foster the internationalization of Brazilian HEIs and research centers.

*Idiomas sem Fronteiras* consisted of a language policy for the internationalization of higher education in Brazil, based on teachers’ formation and foreign language training for Brazilian students and researchers and on Portuguese as an Additional Language for international researchers (Knobel et al., 2020). This contributed to a better insertion of Brazilian academics into the global scenario. The provision of on-site and online foreign language programs, the offer

of proficiency language tests, and the creation of language centers in HEIs were some of its core activities (Brazil, 2012).

The current internationalization program funded by the Brazilian government is CAPES PrInt (2018). It established a new concept of internationalization in the country, as the individual perspective began to give place to a more comprehensive, institutional one. This grants autonomy for HEIs to manage their internationalization process, which is synthesized with scholarships and grants abroad, such as doctoral research internships, senior visiting professors, short programs or summer/winter schools, postdoctoral grants, and work missions (CAPES, 2021).

CAPES PrInt serves 36 Brazilian HEIs. As many institutions assisted by the program are public universities, it is still not able to impact the entire Brazilian university system. In Brazil, out of the 2,608 HEIs, 2,306 are private, holding 75.8% (6,523,678) of enrollments in undergraduate programs (INEP, 2020).

According to a study by CAPES (2017) on the internationalization of Brazilian HEIs that have graduate programs evaluated with grades ranging from 3 to 7 by CAPES, there are two distinct groups of HEIs in Brazil. The first group is smaller and has advantages of funding opportunities, which result in a higher number of scholarships, cooperation agreements, and projects. The second group contains the largest number of institutions but a smaller number of graduate programs and courses.

The survey identified that the internationalization process of most HEI is characterized as weak or moderate (70.3%), and only eight institutions were characterized as strong. Among those with a weak or moderate internationalization process, 52.5% still do not have an internationalization plan regarding HEI's Institutional Development Plan, and 65% of them claim to need support from external agencies to design a plan. In HEIs characterized as strong in

terms of internationalization, 62% of them claim to have a consistent internationalization plan, whereas 38% claim to need support from external agencies to design and implement it. In this regard, we can see a strong national tendency towards passive internationalization, with low rates of international professionals' attraction. However, this scenario can be considered to be dynamic since visiting professors are some of the priorities of HEIs' internationalization process.

As for the data on the mobility of Brazilian students abroad, such programs were characterized as an additional factor in the career of upper-middle-class and upper-class students. Its mobility rate is not as high as in other countries: there are 67,183 Brazilian students abroad, which represents only 1.2% of the academic mobility students in the world. International students looking for academic mobility programs in Brazil represent only 0.4% (21,181) of the academic mobility students in the world (UNESCO, 2021a).

In this sense, the data point that academic mobility, as it operates on an individual dimension, has a limited potential to expand international and intercultural learning opportunities for the entire academic community in the country. In Brazil, mobility takes place in a scenario of heterogeneous and diversified institutions. Whether in the North-North or South-South relations, mobility and/or academic exchanges have impacts on internationalization. However, it is not enough to promote the expected global citizenship in the students in higher education, as academic mobility is seen "as an end in itself, rather than a means of connectivity through research, teaching and learning" (Leask & Green, 2020, n.p.).

However, there are other forms to internationalize higher education. In Brazil, given the challenges presented, the IaH model starts to gain strength as it has been becoming a possible way forward for emerging contexts, which have focused on internationalization through mobility.

### 3 Internationalization at Home: A Possible Way Forward for Emerging Contexts

The importance of academic mobility to bring quality to higher education has been challenged. Although it is still seen as the main factor for internationalization, its protagonist role has been questioned. In the LAC scenario, the low impact of mobility on the university community and its high cost stand out. This demands the search for alternatives that reach out to a higher number of students, cover different countries (besides the Global North), promote respect for cultural, ethnic, and racial diversity, develop social responsibility, and promote benefits to society as a whole (Baranzeli, Morosini & Woicolesco, 2020).

This situation was aggravated as borders were closed and mobility faced a dramatic reduction during the COVID-19 pandemic. Thus, HEIs needed to implement internationalization models based on virtual environments in order to keep their space in the global context.

In this scenario, IaH has gained strength in Brazil since it aims to produce inclusive internationalized university experiences for all students (Almeida, Robson, Morosini & Branzeli, 2019). The “at home” concept was developed to give greater prominence to activities and strategies conducted on campus. On that line, the efforts on internationalization allow students to live in a culturally diverse and interconnected context (Knight, 2020). This perspective incorporates the strategies for the development of a model that serves HEIs as a whole, based on activities to be conducted at home and abroad (Barbosa & Neves, 2020).

IaH does not specifically target mobility. Even if international students are not present in the domestic context, the diversity of students is considered to be a factor that needs to be recognized and addressed in the classroom in an effort to explore the international and intercultural dimensions of the curriculum, in both IaH and IoC



(Beelen & Jones, 2015, Leask, 2015). IaH is embraced by other models such as comprehensive internationalization, in which every function of a university is permeated by internationalization (Hudzik, 2015), and IoC, which brings together IaH and mobility (Leask, 2015).

For both IaH and IoC, the international and intercultural dimensions will be addressed during the academic training in the learning environments provided by formal and informal curricula. It is important to recognize that IoC focuses on learning but does not exclude mobility and exchange, whereas IaH focuses on the campus and learning within a narrower context.

IaH can also serve as a means to promote common values, foster a deeper understanding of different peoples and cultures, and improve cooperation between HEIs in their efforts of internationalization while enhancing the sector's educational quality and human resources through mutual learning, comparison, and exchange of good practices (Almeida et al., 2019).

Therefore, IaH has the potential to give the vast majority of students an international and intercultural training process. Many instruments can be used to develop it, such as

[...] lectures with guests from international partner companies and universities; international case studies and practices; international literature; in short, all the possibilities that the development of online collaborative networks can provide. (Morosini & Nez, 2020, p. 3)

IaH allows HEIs to play a significant role in society. By expanding this type of learning experience to all students, it contributes to sustainable global development, marked by democratic life, respect, solidarity, and cooperation for socially responsible citizenship (Morosini, 2017).

However, there are some limitations to the implementation of IaH. According to Beelen (2018), four dimensions preclude its advancement in HEIs: a) increasing mistaken perspectives on the meanings and reasons of the concept, which hinders its materialization; b) lack of institutional strategies for its implementation and the professional development of faculty; c) faculty's lack of competence for internationalization, and finally, d) lack of affinity between the parties interested in its implementation. According to Morosini and Nez (2020), it is also essential to promote the training of human resources, national and institutional policies, and the predominancy of the online education culture.

For students to understand international and global issues, interculturality needs to be included in this process since it allows for transcending cultural differences and recognizing their existence within an academic environment, that is, comprehending different views of the world (Deardorff, 2006). International and intercultural dimensions in learning experiences can be incorporated through on-campus activities, developed through online collaborative activities and complemented with mobility experiences (Knight, 2020).

By interconnecting internationalization and interculturality, it is possible to develop intercultural skills, adopt attitudes to appreciate the complexity of the world, and examine values, attitudes, and responsibilities for local/global leadership. Additionally, it enables the involved parties to identify power and privilege in the local/global context and build the scenario of interculturality and social justice in a global context with students. This experience contrasts and emphasizes collective skills, as it prepares students and teaching staff to cooperate and compete in an intercultural and global workplace (Killick, 2015).

By being in line with student-centered contemporary teaching approaches, IaH requires different teaching and learning skills. Many

scholars have already devoted their attention to students' international learning (Clifford, 2009, Clifford & Montgomery, 2014, 2015, Baranzeli et al., 2020). At this moment, addressing faculty's professional development for internationalization is a challenge as it is still such an unexplored topic (Van der Werf, 2012, Green & Whitsed, 2013, Tran & Pasura, 2018). Thus, in the current stage of internationalization development, the call for a pedagogy of internationalization of higher education in faculty training gains strength, as discussed below.

#### **4 The Need for a Pedagogy of Internationalization of Higher Education**

The internationalization of higher education is a paradigm shift in which HEI navigates from a national and/or regional identity to an international and intercultural environment. For a successful transition, HEIs need to invest in human capital on both personal and professional levels (Van der Werf, 2012). As IaH changes the university environment, the teaching staff has new possibilities at their disposal

In Brazil, one pillar of a faculty training is professionalization, which "has been massively studied and has resulted in a university pedagogy"<sup>4</sup> that characterizes teaching staff as specialists (Morosini & Nez, 2020, p. 5). This construct is anchored in the belief that faculty members are authorities in their fields of expertise, and their know-how is complemented by pedagogical knowledge.

Most Brazilian faculty training programs still do not focus on internationalization. Thus, "it is assumed that no mention of it in those guidelines will consequently lead to no practice" (Morosini & Nez, 2020,

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<sup>4</sup> In Latin America, the study of university pedagogy aims at university teaching, learning, and assessment. It is concerned with faculty training for pedagogical practice as a profession. It has been increasingly challenged by the institutional diversity, the lack of continuing faculty training programs, and the constant pressure on the curriculum of professional careers resulting from evaluation processes (Leite, 2006).

p. 4). Besides, there is no public policy formalizing faculty training for higher education. Professionals who wish to work in academia have to look for graduate-level training at the Master's and Ph.D. levels. In most fields of knowledge, this type of training provides researchers some degree of qualification and development in their area. However, it does not make them specialists, as not many of those training programs promote knowledge, experiences, and didactic-pedagogical insights, especially those related to higher education practice (Cunha, 2018).

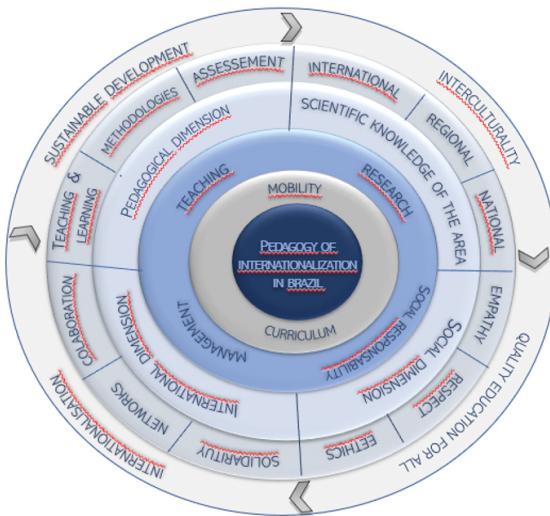
In this context, the teaching staff needs to master skills and reflect upon their area of expertise. Nevertheless, the same effort has not been put to teaching and learning practices, nor to increasing interdisciplinary epistemological dialogue, connections between sciences, culture, and society, or more collective and solidary production practices (Cunha, 2018). Although some institutions promote methodologies for higher education in their training programs, this is not a reality for all teaching staff in the Brazilian higher education system. This situation has numerous implications for teaching and learning processes, which are multiplied exponentially in the efforts to introduce the ideas of internationalization.

As IaH gains ground in the field of internationalization of higher education in emerging contexts, teaching staff is required to promote internationalization in their teaching plans, work in culturally diverse groups, maintain and expand collaborative relations with institutions and researchers, among other possibilities (Van der Werf, 2012). This is important because, as they have contact with cultural and, in some cases, international diversity in the classroom, "teachers face an increasing demand to question the efficacy of their own teaching principles and approaches relative to a hugely heterogeneous cohort" (Tran & Pasura, 2018, n.p.).

The role of faculty in HEI is not limited to teaching international issues or working with culturally diverse groups of students (Van der Werf, 2012). Their role and practice are complex, as they involve diffe-

rent skills and bring more research, communication with society, and management of administrative activities. Therefore, it is a profession that requires a multiplicity of knowledge (including pedagogical), appropriate skills, and relevant attitudes. Besides, it is essentially an interactive work that demands the mastery of specialized knowledge for the formation of a profession (Isaia, Maciel & Bolzan, 2012).

Students' training in a globalized world is international and intercultural at the same time and aims to be sustainable, requiring continuous professional learning from faculty. The dimensions of students' academic training need to be part of the faculty's professional learning programs because they constitute a strategy for the quality and relevance of higher education in a knowledge-based society (Morosini & Nez, 2020). In order to address these challenges, a pedagogy of internationalization of higher education for the Brazilian context is proposed, with emphasis on the faculty, as shown in Figure 2.



**Figure 2.** Conceptual framework of the pedagogy of internationalization of higher education in emerging contexts: a faculty perspective  
**Source:** The authors (2021).

In a pedagogy of internationalization within the context of sustainable development, the faculty's perspective is oriented into four dimensions:

- **Scientific knowledge dimension:** comprises the need of teaching staff to master the knowledge of a particular area in view of national, regional, and international realities and references, contemplating scientific tendencies and providing training within a global perspective.
- **Pedagogical dimension:** comprises the interrelationship of elements of teaching and learning processes, having methodologies and resources suitable to students' profiles. It also includes learning assessment processes according to a diagnostic and formative perspective, which reorganizes the faculty's practice based on the curriculum.
- **International dimension:** comprises the ability to work in collaborative networks and projects in a solidary and cooperative perspective, thus strengthening reciprocal capacities and contributing to the construction of a local/regional/international education space.
- **Social dimension:** comprises empathy, respect, and ethics as foundational elements, which show the inseparable values of quality education for all with no discrimination and towards sustainable development.

Internationalization has become a university mission, and its strategies must be stated in institutional policies and plans in order to contribute to facing the current challenges of higher education, to the international solidary cooperation, and to the maximization of the South-South relationship in a globalized world (Morosini, Nez & Woicolesco, 2020).

International cooperation is an indispensable tool in the process of developing a pedagogy of internationalization. It can foster the

development of horizontal relationships that provide opportunities for the international insertion of HEIs through exchanges; international cooperation networks; collaborative research projects (with a global reach, but still local); resources from several funding sources; participation in local, regional, national, and international meetings; scientific collaboration agreements and covenants; academic degrees; creation of internationally recognized centers of excellence, and training of highly qualified individuals (technical staff, students, and faculty) (Nez, 2019).

A pedagogy of internationalization requires the commitment of the entire HEI. It stems from a joint action that integrates institutional values with effective actions for the professional development of higher education faculty. This same action promotes results and has an impact on teaching, research, extension, and management activities in the short, medium, and long terms. For that purpose, an institutional program for continuous development must be developed. This program should focus on the training of “faculty for them to be competent citizens with a commitment to social reality, thus strengthening a high-quality education” (Morosini & Nez, 2020, p. 5). According to the authors, other dimensions should be added to these programs, such as

the integration of concepts that guarantee the development of teaching staff with a global view; incorporation of practices, bibliography, and other elements for mastery of an additional language into the syllabus; a flexible structure and operation of the HEI that enables mobility of faculty; permanent updates on the continuing development plan with a global perspective. (Morosini & Nez, 2020, p. 5)

This means that given the requirements of IaH, this program should equip faculty to revisit their practices and convictions in an effort

to understand international students' various needs and cultural backgrounds. The study also stresses the importance of ongoing professional learning to equip teachers with the skills and knowledge to appropriate their pedagogical practices in response to the critical need to prepare all students for the intercultural labour market. (Tran & Pasura, 2018, n.p.)

Thus, this continuous professional learning allows the teaching staff working with IaH to develop skills and competences that enable the mastery of pedagogical practices, which mirror the students' diversity as a teaching and learning resource (Tran & Pasura, 2018).

In this sense, the HEI committed to providing continuous development programs based on the conceptual framework of the pedagogy of the internationalization of higher education (for teaching staff) will channel its efforts towards the achievement of its institutional goals and the resignification of its institutional practices.

## **5 Final Considerations**

In this chapter, we attempted to unveil concepts, models, and practices of internationalization that have been studied and disseminated in academia, with strengths and perspectives varying from country to country. The theoretical contributions were geared towards reflecting upon the need for a pedagogy of the internationalization of higher education in Brazil, with emphasis on the IaH model. Thus, the scientific field of the internationalization of higher education was presented. This is a complex and changing movement that involves different theoretical and practical actors and perspectives. Although it is still a field mostly dominated by developed countries, it is now possible to identify changes in this scenario and an emphasis on the leading role of knowledge and prac-



tices coming from developing countries. This results from a social and historical process of construction of the internationalization of higher education.

Based on the information presented in this chapter, we can see that the internationalization of Brazilian HEIs is necessary and not an end in itself. It needs to be in line with the challenges of a globalized, intercultural, and sustainable society. In the beginning, research was at the center of the relationship between internationalization and higher education. Today, teaching, research, and social responsibility of universities are at the forefront of internationalization policies and practices along. Currently, numerous voices have addressed the integration of international and intercultural dimensions in teaching and learning processes, which is a challenge for higher education faculty.

The responsibility for forming generations of university undergraduates prepared to exercise global citizenship who can live and work in a sustainable society is a challenge that needs to be addressed by the entire university community. In this sense, developing a pedagogy of internationalization of higher education in Brazil, from the teaching perspective, helps to respond to this urgent issue.

Cooperation and integration strategies can promote relevant learning that is consistent with the realities of the 21st century. Therefore, as highlighted in this chapter, professional development programs must be provided to prepare faculty for IaH through the development of a set of skills that characterize the profile of a globally competent educator.

Finally, for further research, we suggest to understand the meaning of internationalization for teaching staff in an effort to learn more about the pedagogy of internationalization of higher education. On that line, other important topics would be reflecting upon the competences relevant in the development of their role

in international and intercultural environments, and analyzing the significant pedagogical practices that have provided the formation of international and/or culturally diverse students.

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