

TEACHING MARKETING TO A GROUP OF INTERNATIONAL STUDENTS: A CASE STUDY

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ABSTRACT

This document describes a Marketing pedagogical project, developed in Portugal and relates with the specifications of the field of Teaching Marketing to an international group of around 50 students from 10 countries, including local students; two teachers two educational institutions and a deep collaboration with the local government (municipality),

This Marketing project output is related with place branding and has already concluded two editions.

This aim of this document is to analyze and debate the pedagogical options included in this learning experience and the possibilities of improvements in further editions. In this era of growing importance of the internationalization of research and education, this topic is covered by an important centrality for researchers, institutions and professors

In a first stage we share a theoretical framework focused in the process of the internationalization of higher education institutions particularly dealing with international students.

The results that this project achieved are aligned with the literature highlighting the importance of a specific and sophisticated approach to their mobility programs and the integration of the mobility students. There's a need for a deeper and systematic research focused on the local integration and the development of multicultural competences in this group of students.

Key words: Marketing, Tourism, Internationalization, Erasmus, Branding

INTRODUCTION

Globalization as a process of shortening distances and as a result of increasing established networks and greater social, economic and political interdependence, has been an incremental process that began in the transcontinental migrations of millions of years ago (Gamble 1994). To economics, trade, external investment and the internationalization of many brands and companies have been added other parts, such as education and skills acquisition. Not being a recent phenomenon - as it is the case, for example, with the development of the first European universities from the 12th and 13th century (Schwartzman, 1989), it was in the 1980s that internationalization became a strategic option to many Higher Education Institutions.

THEORETICAL BACKGROUND

The Internationalization of Teaching and Learning Process

The globalization of the economy involves the need of the companies to recruit an increasing number of individuals with management skills, creating conditions for better organization and management of internationalization processes. Therefore, there was also a great pressure for the development of these competences:

- Many individuals have internationalized their training processes, looking for skills acquisition that are not available in their countries of origin, in particular among the traditional major universities. In the student's flow, Northern universities are usually recipients of students from countries in the South (Borges et al, 2018).
- This standard flow has been changing due to the development of higher education systems around the world with a high international reputation, reducing outflows of students and increasing the number of international students seeking them (Harrison, 2015);
- In many cases there is also the perception that the possession of a diploma from a university abroad increases the attractiveness in job search. These graduates have an "international identity" and not merely a citizenship of country A or B and above all if they are obtained in an institution of a specific country or region: for example, in a "Western" or "European" or "Anglo- Saxon " (Pyvis & Chapman, 2007);
- Educational programs and policies emphasizing the development of skills abroad - through mobility support, such as the ERASMUS program and the greater integration of study cycles, such as the Bologna process (Altbach & Knight, 2007). Also, in the "non-European" countries, student mobility and internationalization of education processes have been supported by mobility grants and other instruments, such as the Brazilian Science Mobility Program "Science without Borders Program" (Spears, 2014);
- In the search to provide more effective training to its students, better research outputs and prestige, universities and teachers increasingly rely on

internationalization processes, generating partnerships, recruiting foreign students and sending students to other countries (Altbach, P. & Knight, 2007);

- The research specialization (R&D) leads to the need for partnerships, resource sharing and interaction; the need to attract international students - for political and / or economic reasons and the facility for interaction (for example, technologies) blur distances and constraints (Qiang, 2003).

Regardless all the gains associated with the internationalization of higher education, this process has important constraints: the additional costs for students and their families can be a major barrier, especially for disadvantaged young people; the difficulties in credit transfer and in the equivalence processes and the possible delays in the completion of the training processes (Soria, & Troisi, 2014).

Mobility programs are still dominated by the most favored social groups, because of their economic and cultural capital, which allows them to take a bigger advantage of available opportunities (Brooks and Waters, cited in Harrison, 2015). There are other constraints that influence student's internationalization decisions, such as fears of discrimination - depending on gender, racial, religious or ethnic aspects / stereotypes - family responsibilities and burdens, and the need for family authorization (Harrison, 2015). It also appears that the practice of simply bringing together international and local students to the classroom does not necessarily result in meaningful interactions and the development of relevant intercultural communication skills and international perspectives (Leask, 2009).

The internationalization of higher education is therefore an integral part of the globalization process, assuming a growing importance and centrality in the demands of society in terms of preparing graduates for a more globalized professional environment with competences and attitudes related to multiculturalism, domain of foreign languages and specific knowledge (Qiang, 2003).

The Evolution of International Education and Evolution Perspectives

According to the OECD (2018), the number of higher education students studying abroad has risen from 1.9 million in 1998 to 5 million in 2018. Forecasts show an increase in growth and the number of international students is expected to reach 8 million by 2025. The countries that received the largest number of foreign students in their higher education system in 2016 (OECD, 2018) were the USA (971,000), UK (432,000), Australia (336,000), Russian Federation (250,000), France (245,000), Germany (245,000), Canada (189,000), Japan (143,000) and China (138,000). On aggregate, 1,585,000 foreign students from higher education institutions have circulated in the European Union. In average 4% of EU higher education students attended international mobility programs, compared with 2% in the OECD area.

The development of international educational projects and work in multicultural groups allows the preparation of students for more diverse professional and academic environments (DiStefano & Maznevski, 2000; Popov et al., 2012). Kitsantas and Meyers (2001) refer the relevant virtues of mobility programs focused on students' gains of emotional resilience, flexibility and openness to new challenges and contexts, acuity and autonomy and linguistic knowledge. Most of Erasmus alumni and employers believe that students with international experiences deepen many relevant skills compared to those who did not participate in mobility programs (Teichler &

Janson, 2007). The impact of international mobility is evident in student's employability performance (European Commission, 2014):

- Their risk of unemployment is lower: in the European Union, 2% of the Erasmus students needed more than 12 months to find a job compared to a rate of 4% for non-Erasmus students; 90% of Erasmus alumni, consider that their analytical skills of communication and adaptability were important in their job search. It was also observed a greater professional mobility of these alumni, being that 5 years after the graduation, the unemployment rate of the Erasmus alumni was 23% lower to the one of the non-Erasmus;
- Employers consider very positive the possibility of recruiting employees with significant international skills, namely: intercultural relationships experience and language skills;
- It is expected that levels of internationalization of education will continue to grow worldwide due to what was described above; the movement ceased to be in the North-South direction and has become increasingly multidirectional.

Challenges of International Programs for Higher Education Institutions and Professors

The growing internationalization of education brings major challenges to higher education institutions and to professors that receive more diverse groups of students. These students come from many countries, all of them with a specific cultural background (Singh & Shrestha, 2008).

The management of very heterogeneous groups regarding their culture, language, educational backgrounds and complex adaptation processes represent important pedagogical challenges for the education institution that welcomes them.

The interest in fostering interaction with students and the local community is also challenging. Local community is often uninterested in or involved in the host process. The frequent lack of contact between students in mobility and local students is discussed as a reason for dissatisfaction among students in mobility and analyzed in academic studies around the world, such as in Leask (2009); Singh & Shrestha, (2008); Montgomery & McDowell (2009). This process is named in the literature as "insularity", "cocooning" or "mini-ghetto" inhibiting the students from interacting with local culture and it generates less understanding of diversity and less acquisition of multicultural skills. In general, those students establish their friendships focus on other students in mobility rather than on local students (Fabricius et al, 2017). There are different causes for this phenomenon, from issues of ethnic issues to fears of misunderstanding, embarrassment and offense that lead to anxiety situations that become important emotional obstacles for many students (Harrison, 2015).

In pedagogical terms, it is also mentioned that the development of intercultural competences - understanding other ways of thinking and cultural differences, greater openness to difference, respect and empathy for others - is conditioned by the way they integrate into a group with very different origins, cultures and objectives (Urquía-Grande & del Campo, 2016).

Therefore, the inclusion of local students in internationalization processes in their own country - "internationalization at home" - is very important, as it also allows them to develop linguistic, behavioral and multicultural skills, bringing at the same time

greater self-confidence, less resistance to the change, and even motivating them to a possible process of mobility abroad themselves.

Many local students said they didn't feel prepared for an international process, mainly because of linguistic issues, social skills, previous experiences and motivational aspects. Although they perceive the advantages of establishing relationships with international students (Leask, 2009). Local students often resist working in intercultural groups and avoid contacts with their international peers, limiting their own student development by the least contact to an international experience, even though it is at their own country (Harrison, 2015). International education projects carried out locally bring important benefits to the students who attend them, exposing these students to a greater diversity of challenges and situations (through the mediation of teachers and the education institution). It allows them to internationalize their curriculum and access to different educational and cultural experiences.

The knowledge and experimentation of the host region can be a very relevant aspect of an international studying experience. According to UNESCO (2006), intercultural education is not merely an addition to existing curricula. It should focus on the more global learning environment. Thus, when developing an international mobility program, it becomes relevant to structure a closer relationship with the host location: its culture, its organizational structures and system and it may also be relevant that some of the content addressed correspond to these specifics making the experience more unique. Huang (2015) reinforces the role of outdoor activities such as group work, visits, interactions and involvement with the local community in these educational processes.

At the same time, the search for an international learning experience means that there should be an incorporation of non-exclusively local content, themes and examples, with a generally broad scope that increases the students' sense of belonging to the learning context (Pyvis & Chapman, 2007; Hellstén 2008).

The students' performance is also conditioned by aspects related to their integration into a new territory: the need to make friends, to be accepted and to be integrated (in a class / course and in the student community) and the insecurity related to the whole process leads to the development of ethnic and cultural groups. Even though, they attempt a broader relationship, especially in the English language, at least initially (Pyvis & Chapman, 2007). However, despite the centrality of the English language, many of the students in mobility have difficulties of expression and comprehension in English or there are asymmetries of linguistic level among students (Saad, Yunus, & Embi, 2013).

The teaching-learning process in higher education has become increasingly sensitive to cultural inclusion and ethnic concerns (Hellstén 2008). In order to achieve some engagement between local and international students, the formal curriculum must include intercultural learning objectives, providing learning activities that help students to develop those skills and make sense of course objectives and assessment moments intercultural competencies will be measured (Leask, 2009). In this process, all students should understand the objectives and importance of the interactions, being supported in the development of these competences. It should happen in an environment with the necessary opportunities for these interactions to become effective and to be effectively compensated for their commitment and results. The need to avoid misunderstandings and ambiguous processes requires great attention

in the design of all documents, rules and the search for a systematic incorporation of examples and cases from different international contexts (Hellstén, 2008)

The organization of the courses and education institutions pose great challenges to those students: the language used to express themselves; the existence of different expository methodologies centered on the professor / teacher / learning facilitator , or more active centered on the participation of the students, bring different requirements that some students are not used to; the formality of the interaction and treatment, and the meeting places to attend the students and the type of follow-up of the study / works, the rhythm of the classes and the activities (Pyvis & Chapman, 2007). Consequently, the proposed tasks should always be very specific and parameterized and with the systematic support of professors as proposed by (Kimmel & Viollet, 2012).

The objectives of the course, the contents, the pedagogical organization of the activities, the capacity of integration and motivation of the foreign students with very diverse profiles, expectations and experiences are a huge challenge for all teachers involved. There is a need to establish learning objectives and an adequate organization of the different elements of the course, seeking to identify pedagogical practices that allow better integration and commitment of all the participants in the teaching / learning process.

Professors dealing with the internationalization processes of their Higher Education institutions, without often having the necessary institutional support, for example, in terms of pedagogical training and intercultural relationship and in the follow-up of the processes. It is indeed necessary to use pedagogical methodologies that promote the inclusion of the whole community, whether local or international students or both (Hirst & Brown 2008).

CASE STUDY: SETUBAL BRAND MANAGEMENT

In Portugal, in the last decades, higher education and the science and technology system have been experiencing an unprecedented internationalization process concerning the mobility of foreign students and researchers, in the of production and scientific activity and the translation of knowledge into international networks of reference (FCT, 2017). With a significant opportunity to Portuguese higher education to become a strong "exporting industry", Portuguese higher education institutions have increasingly focused on consolidating their internationalization strategies, aiming to achieve greater international recognition and attracting more students (Portugal Global, 2017).

The Polytechnic Institute of Setubal (IPS) is a Portuguese Public Higher Education institution, which has been attracting a growing number of foreign students who choose to take classes in English (mostly European and Asian students) and / or Portuguese (usually students from countries of Portuguese official language, such as Angola, Brazil, Cape Verde, Guinea Bissau, Mozambique, São Tomé and Príncipe and Timor). There is a growing number of Portuguese students who choose European mobility programs - especially Erasmus - and Latin American programs, through Santander Scholarships.

As result of a consolidated strategic option, the IPS organizes an international module every year with several curricular units in English that have had excellent results in recruiting international students. At the same time, Portugal's increasing

attractiveness in the European context - welcoming, safe, geographically close, mild climate, low price and good infrastructure - makes it even easier to attract students. Actually, it becomes impossible to accept all incoming candidates due to the lack of vacancies.

Although the students' high level of satisfaction with their mobility programs in Setúbal, there is a great lack of interaction with the local students and a reduced immersion in the region. Foreign students form an independent community, interacting almost always with each other and complaining about the lack of interaction with local students.

Setubal Brand Management Project

The Setubal Brand Management Pedagogical Project started in 2017 and it has already ended its second edition. It joins in three partners: the Polytechnic Institute of Setubal (IPS), the School of Hospitality and Tourism of Setubal (EHTS) and the City Council of Setubal (CMS). It is included in the training offer to IPS international students in the Course of "Branding and Product Development" and the course of Hotel Management Accommodation and Food and Beverage Management at EHTS.

This Course works on the concepts related to brand management, with a local focus through Portuguese brands and contexts and at the same time international (with examples, case studies and international bibliography). Based upon the competence's framework of the Project Tuning (2008), this project aims to develop instrumental competences such as in-depth marketing knowledge, greater ability to search and evaluate multiple sources of data from primary and secondary sources; interpersonal skills: supporting ideas with diverse audiences, group work, valuing diversity and multiculturalism; systemic competences: ability to constructively criticize, draw conclusions and make strategic and / or operational recommendations.

EHTS integrated the program in the course of "Public Relations and Branding in Tourism Activity" in 2017 and "Tourism and Digital Marketing" in 2018. This school participation is focused in the Tourism management and marketing and support to diverse activities that increased the student's integration and motivated positive relations. This partnership allowed the interaction of all the students and a close contact between the local and international students, who developed work together. The Municipality of Setubal (CMS) was an essential partner from the beginning, since it allowed the conception of a local and real challenge that involved the students in the region and at the same time the Course contents. The output was relevant to the Municipality activity, since tourism has been gaining an important role in the city and in the whole region. CMS participated in several activities of preparation, teaching and evaluation of activities and works. On the other hand, the possibility of developing outdoor activities - visits around the region, boat trips, visits to companies and local organizations, product tastings - and classes in diverse and relevant places for the object of study. It was a very motivating element that allowed the students to develop the instrumental skills related to the course, but also the interpersonal skills and encourage a greater local integration, with the relationship with the city and with local students.

This project presents advantages for the stakeholders involved, related to the greater visibility of the region (advantages for tourism activity), improvement of CMS work

tools and know-how; greater interaction between the organizations involved, greater attractiveness of the international module of the IPS and improvement of language and multicultural skills of Portuguese students and their awareness of participate in mobility processes.

The first edition of this project, in 2017, was focused on the theme of brand management and place branding, in which students were expected to conceive and present (1) a specific intervention proposal for the city of Setubal, contextualized in a place branding approach and in a proposal for strategic vectors of the Setubal brand and (2) a proposal for the application to a specific target: for example a promotional campaign aimed to a specific audience, consistent with the strategy defined upstream. It included 52 students from 11 countries, with diverse educational models, forms of relationship, interaction and participation and even areas of study and levels of knowledge of the English language diversified, which made the process of group management and learning very complex. In this sense visits were made to the city and surrounding areas, sessions in the Town Hall and tourist office, tastings of local products, etc. Having even had the presence of the Municipality President. In this edition participated 52 students of 11 nationalities.

The balance of the first edition was very positive, but allowed to identify possibilities for improvement, namely partition of the work challenge in several tasks more timed and simpler, allowing a greater focus, materialization of results and feedback; the use of more active methodologies and the simplification of the work object. In relational terms, however, there were still some constraints, with the "we" and the "they" continuing to exist, namely Erasmus and Portuguese. In the second edition, the option for a more specific work object and the project split in clearly timed activities and with interim feedback appeared to be correct, having received high quality work and greater student satisfaction. On the other hand, the greater focus on team building activities - allowed the establishment of more robust interpersonal relationships and greater satisfaction of the stakeholders.

In 2018, we developed the 2nd edition of the project, in which the proposed challenge was narrower: The Marketing Management of one of the main attractions of Setubal for locals and tourists: The Livramento Market that is considered with one of the main food markets of world, in particular because of the quality and diversity of local fresh fish. The group of students had to present a Strategic Branding Framework for the site that included a local diagnosis, a theoretical research and the construction of a proposal related to a concrete activity coming from the reflection and strategic proposals of the groups. In this sense, benchmarking actions were proposed in the markets of foreign student's places of origin, and many of the teaching activities took place in the Livramento Market: in other words, the classes were relocated to the place of work. In this edition participated 47 students of 10 nationalities

Main Teaching Challenges

Despite the interest in participating in a learning process with these characteristics, the Setúbal Brand Management project has an important pedagogical challenge: to get students out of their comfort zone, which would necessarily lead to some resistance. Local students would take classes in English, in a large group and in a new environment. To Erasmus students, adding challenges to their integration process in school and in the community.

Throughout this process, the most sensitive aspect was always related to the multicultural environment management of the group. The existence of students with different educational models, relationship behaviors and interaction and even areas of study and levels in English language, made the group management and learning possesses very complex. To both teachers, this project required an effort of preparation and coordination and get out of their comfort zone, which they tried to overcome with an extensive bibliographical research and a careful structuring of the process around the objectives to be achieved and of the existing resources:

Large Group of Students in Class

The presence of a large number of students in the classroom: about 50 students from 10 nationalities that needed to be coordinated using differentiated pedagogical practices, centered on more active methodologies: debates, peer teaching, group work disaggregated into smaller tasks, classroom and chained, sequentially presented, debated and evaluated. On the other hand, it imposes a reduction in the duration of expository approaches, because they are less appealing than more active methods and because they take place in a non-native language adds difficulty of understanding and concentration.

Development of Specific Contents and Pedagogical Practices within the Three Stakeholders

The Setubal Brand Management project was integrated into two courses, from two different schools and taught by two different teachers, which required a greater coordination challenge, but a richer and more dynamic teaching and learning experience; The presence of two teachers at the same time in class was a new experience for the teachers involved, since the pedagogical activities are traditionally taught in parallel (each teacher dynamizes the activities to a group of students) or alternately (teachers alternate in the lecture).

In consideration of the practical application required, it was needed a deep interaction with the Municipality and its Tourism services. Therefore, preparatory meetings were held with the Municipality to define the work's objectives and all activities and its associated logistics. Due to the high commitment of the City Council in the project and the need to provide students with data about the region, a survey of tourists about their perceptions of the region and the personality traits associated with it were carried out. The study of the personality traits of the brand (Kumar & Nayak, 2014) is one of the components of the model of brand identity that was intended to develop for the city. The data were made available to the students and constituted an important working tool in the first project edition.

Aiming for greater motivation in inclusion of all students, we sought after a inclusion of active learning methodologies, group dynamics and peer teaching and, at a final stage, the presentation of the works and their conclusions to the teachers and local managers, and a final ceremony that included Mayor de Setubal, the President of IPS and the Director of EHTS.

Seek clarity and Objectivity in an International Curriculum

It was considered fundamental for the project that learning objectives, evaluation criteria and expectations regarding student performance were clear, and minimized intercultural communication problems of different language skills and stereotypes (Leask, 2008). It was therefore pursued that the proposed tasks always were very specific and include a systematic monitoring from both teachers.

A detailed presentation document of the project was given to all participants, and a presentation session was organized in which the objectives, methodologies and scheduling of all activities and stages of the work were shared. The educational activities had different formats and environments: outdoor classes, in City Hall (CMS), IPS, EHTS and Livramento Market (2018), with a systematic monitoring and assessment of students' perceptions, throughout the several sessions of work in room and outdoor

The existence of an activities' calendar with several meeting points and students from outside the region, required a great communication effort and the use of various contact tools, such as an Instagram project account, in which all students and teachers shared some information of practical interest: reminder of the meeting points and working places; photographs of events / activities and allowed brief interactions. This Instagram account proved to be particularly relevant, given the possibility of an immediate interaction, its familiarity systematic use by students.

Highlighting and Integrating Diversity

There was identified the need to integrate and value students' knowledge and experiences, making them participate and feel comfortable, despite their level of diversified English and being outside their comfort zone. A substantial effort of integration and bringing students together was developed, fading out some resistances and the impact of the cultural specificities:

- Project presentation session - sharing the objectives, methodologies and scheduling of all activities and work stages;
- Inclusion of several team-building actions, which allowed the knowledge of the city and region - visits to the main attractions and contact with local entities - and the interaction among the various students;
- Working sessions: presentation and discussion of themes, through expositive and active sessions where the participation of all the students was sought;
- Presentation of the final work - the "big task" - was done with the presence of teachers, heads of education institutions and local authorities.

The integration of international students in the region was made with the support of the CMS and the local students, with study visits, outdoor activities, presentations, etc. There is also the need to highlight the experience of these international students, inviting them to show characteristics of their region so that it can make the learning experience richer. For example, in the work about the Livramento Market, foreign students coordinated a market benchmarking action in their countries / places of origin.

There is a need to integrate Portuguese students into a larger group and into a specific pedagogical project. This aspect is complex because their participation in this project is mandatory generating in some student's dissatisfaction and resistance. With these

students a preparatory session and a systematic monitoring of their perceptions was made. Some documentation in Portuguese is also available and even the written evaluation tests could be done for these students in Portuguese.

To professors the management of a group with students from about 10 different nationalities is a complex process because there have very different cultural traits. However, being all of them in a mobility processes, there are some common elements, such as greater openness to change and predisposition to get out of your comfort zone and take classes in English. Nevertheless, there are group phenomena, such as seeking to create national or linguistic groups.

The management of the group of Portuguese students was also a challenge. The fact that they were taken out of their usual environment, dealing with different professors and colleagues, classes in English, and having to accept a change they did not ask to participate in leads to objections from a significant number of students. Although many of the Portuguese students saw this project as an opportunity for personal and curricular appreciation, others raised several objections to participation.

Clarifying Tasks and Group Management

It is necessary to provide opportunities for students from different cultures to work together. Tasks need to be structured that value their competences giving space to participation and improvement of all, guaranteeing that intercultural communication problems do not occur, due to different language skills and stereotypes, (Leask, 2008).

It is really important to coordinate the work of the students, organizing them into heterogeneous working groups and aiming at integrating, collaborating and valuing all the elements that integrate them.

The student's teams had 5 to 6 students, with a balance between local and international students. The Portuguese students were allocated in groups by the professors, since there was previous knowledge about the profile of each one, which did not happen with the students in mobility, who grouped freely. This situation made many of the students group themselves by country of origin. In the second edition, the composition of the groups was totally defined by the professors, not including in the same group students in mobility with the same language and / or nationality of origin which significantly diminished this constraint.

Feedback and Monitoring

Considering the target group of the project and the need to follow the students' perceptions, a number of offline and online monitoring mechanisms were used during the process and at the end of the process, with quantitative and qualitative methodologies.

In all the sessions and activities, students' perceptions were collected regarding the pedagogical methods used, their understanding and articulation of the contents and their integration of the group. In the initial stages of the module it was possible to adjust the methodologies such as the reduction of the moments of lecturing, given the difficulties of understanding the English language by some students or the proposal of a more practical activity. Intermediate anonymous surveys were also

conducted for all students assessing their integration, satisfaction, interest and suggestions for improvement.

At the end of the editions an online survey was carried out, and in the 2nd edition two group sessions were also held, coordinated by a psychologist and without the presence of the professors involved in the module, so the students could speak more freely about the whole process, especially on pedagogical aspects that would allow a better future teaching performance. In these sessions, two groups were formed - local and international students - reducing the linguistic constraints of some of the Portuguese students. Having obtained different results and suggestions for improvement for future editions.

The analysis of the perceptions of the international students in 2018 allows us to conclude that they consider the functioning of the module and its interest as high / very high. They also found it easy to follow the sessions in English and showed satisfaction with the experiences they had, the interaction with the region and the people and for contributing to an effective improvement of integration in the city and the interest shown by their work. Some students suggest greater clarity in the activity and goals, refer difficulties in the relationship / iteration with colleagues, namely to organize themselves to work in groups, given the heterogeneity of the groups and some difficulty of understanding and interaction, by the unequal levels of the English language. Many of the local students were very pleased to work on a different project and to be exposed to a new challenge and multiculturalism. However, the level of international student satisfaction was substantially higher in all items, as there was a group of local students who did not really want to participate.

CONCLUSIONS AND GUIDELINES

The research work around the globalization of higher education, international mobility and "internationalization at home" has an increasing importance. It increases the flows and interest of students and their strategic importance for students, universities, companies and countries.

In the marketing arena, these mobility experiences and multicultural interaction are particularly appealing and important. It supports the knowledge consolidation of the of future professionals in this area and their sensitivity to the internationalization themes, multiculturalism and local specificities. For this reason, in the labor market the different skills acquired in mobility processes are valued. There are evidences of less difficulties in the job search by these students and even their own professional mobility.

There are still barriers and pedagogical challenges that need to be reduced to the access to mobility programs being more widespread and more productive for students, and their integration in the community and the school that receives them and in the organizational and pedagogical models of the students. institutions that this document sought to portray.

The Setubal Brand Management project was specially designed to be inserted in the international module in the marketing area. It is planned to work with local and international students, with a strong interconnection with the region as well. It included innovative pedagogical tools and practices that are highly appreciated by most students, and a systematic effort to follow them up. Nevertheless, aspects that need to be improved in communication with students, clarification of tasks and the

inclusion of specific evaluation criteria for the theme of multiculturalism and the integration of Portuguese students still exist. For the local community - City Hall (CMS) - this work has allowed important knowledge gains that help improve their performance, especially in the field of tourism, that explains their high commitment in this project.

Between the first and the second edition, there were introduced elements that allowed students to improve in learning, involvement and motivation, such as the definition of a more specific work object (the Livramento Market), the distribution of the output "Big task " in smaller preliminary tasks scheduled. Interim feedback was given, and more active and collaborative pedagogical methodologies were used, with the construction of work groups that are necessarily multicultural.

The major challenges for the next editions are related to the participation and interest of the local students - domestic internationalization - and the inclusion of an international partner, that can develop this project in other places, allowing to deepen the pedagogical competences of both teachers, to improve the design and organization of the module and to compare the results.

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