

INTERNATIONALIZATION AT HOME, COIL AND INTERCOMPREHENSION: FOR MORE INCLUSIVE ACTIVITIES IN THE GLOBAL SOUTH

FELIPE FURTADO GUIMARÃES

Universidade Federal do Espírito Santo



ANA RACHEL MACÊDO MENDES

Universidade Federal do Espírito Santo

LISIANE MENDES RODRIGUES

Universidade Federal do Espírito Santo

RAQUEL SOPRANI DOS SANTOS PAIVA

Universidade Federal do Espírito Santo

KYRIA REBECA FINARDI

Universidade Federal do Espírito Santo

Abstract

This study aims to explore the concept, benefits, challenges and activities related to Internationalization at Home (IaH), defined as the integration of international/intercultural dimensions into the formal/informal curriculum in domestic learning environments (Beelen & Jones, 2015), as an alternative for more inclusive activities in higher education, within the process of internationalization. The study also offers a review of studies carried out mainly in Brazil by a Brazilian research group. Considering the importance of information and communication technologies (ICTs) in current practices of education and international exchange, this study explores possibilities of approaches such as COIL (Collaborative Online International Learning), allied with the Intercomprehension approach (IA) to suggest the development of more multilingual and inclusive activities, which foster IaH as an alternative to current and hegemonic internationalization practices. The paper concludes with some suggestions for the incorporation of such approaches, assuming that IaH should be prioritized in the internationalization agenda once it caters for a larger audience and, as such, is more inclusive and democratic.

Keywords: internationalization at home, internationalization, COIL, intercomprehension

1. Introduction: Globalization and Internationalization

Internationalization of higher education (IHE), defined by de Wit, Hunter, Howard, and Egron-Polak (2015) as the process of “integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society” (p. 29), is one of the most echoing phenomena in the last decades, acting as both an agent and a consequence of globalization (Amorim & Finardi, 2017).

As a complex phenomenon, there is no consensus around the definition of IHE, once it has various meanings in different contexts (Robson, Almeida, & Schartner, 2018) and different impacts depending on the geopolitical location of higher education institutions and the language spoken/adopted in each country (e.g.: Finardi, 2019b). Regardless of this caveat, the expansion of education around the world (in general) and IHE (in particular) is increasing, fueled by global policies such as the “Millennium Development Goals” (MDG)¹ of United Nations (UN), “Education for All” (EFA)² of Unesco, and the “World Conference on Higher Education” (WCHE)³ of UN.

IHE can be understood as the expansion of academic activities beyond national borders and, in that interpretation, it has become an increasing concern of agents related to the provision of services in the higher education area (e.g.: de Wit, Jaramillo, Gacel-Ávila, & Knight, 2005). As a consequence/agent of globalization, IHE can also be interpreted as the change in the flows of people, goods, information and languages, with consequences in contemporary societies in general and in education in particular (e.g.: Finardi & Rojo, 2015; Finardi & Csillagh, 2016).

The clashes between local and global values promoted by globalization (Guimarães, Amorim, Piccin, Finardi, & Moreira, 2019) are interpreted in IHE as a need to glocalize⁴ as an alternative to current hegemonic practices of IHE (Patel & Lynch, 2013). An example of such clashes is the choice of the language(s) to be used as a medium of instruction at universities (e.g.: Taquini, Finardi, & Amorim, 2017). On the one hand, there has been an increasing movement of “anglicization” of higher education (Knight, 2011a; Ljosland, 2015), with a wide adoption of English as the academic lingua franca (Jenkins, 2014, 2015) while local and non-hegemonic languages struggle to survive in the academia (Ricento, 2006; Shohamy, 2006; Wright, 2016). Examples of such movement can be found in studies about academic publications (and their languages), which show that though Brazil is placed 13th in the global ranking of publications, it does not have (a big) impact in the academic world, because most Brazilian publications are written in Portuguese – a language which is considered non-hegemonic in the academic world (e.g. Finardi & França, 2016). Another example of anglicization is the increasing number of courses offered in English at Brazilian universities, as shown in the Guide⁵ to English as a

¹ More information at: <https://www.un.org/millenniumgoals/>

² More information at: <http://www.unesco.org/new/en/jakarta/education/education-for-all/>

³ More information at: <https://unesdoc.unesco.org/ark:/48223/pf0000189242>

⁴ It refers to both global and local aspects/values in the internationalization of higher education.

⁵ More information at:

https://www.britishcouncil.org.br/sites/default/files/guide_to_english_as_medium_of_instruction_2018-19.pdf

Medium of Instruction in Brazilian Higher Education Institutions 2018-2019, published by the British Council (BC) and the Brazilian Association for International Education (FAUBAI).

The language of academic production also plays a key role in these clashes (Finardi & Csillagh, 2016). Hamel (2013) showed the bias involved in the scientific production, circulation and indexation in the world, when it comes to the choice of language(s). Furthermore, Finardi, Santos and Guimarães (2016) showed the importance of languages in IHE in general, and Finardi and França (2016) showed the correlation between languages and academic production in Brazil, claiming that the academic visibility and impact of Brazilian research is seriously affected by the language in which most of this production is circulated.

Whether the emergence of modern internationalization is related to the end of public support to finance higher education in neoliberal times (e.g.: Finardi & Rojo, 2015) or a wish to expand the ability to research (and to produce relevant knowledge in a global scale), higher education institutions around the world and in Brazil are increasingly concerned about becoming “internationalized” (e.g.: Vieira, Finardi, & Piccin, 2018). Other motivations to internationalize include the wish to promote intercultural skills in the local academic community, or still to increase the visibility and competitiveness of higher education institutions in the global scenario (to make profit).

In the European context, internationalization has been expanding rapidly, especially after the implementation of the Bologna Process (BP) in 1999, in which the autonomy of universities was challenged. This process affected the decision-makers in higher education (Bianchetti & Magalhães, 2015; Albuquerque et al., 2019), mainly because of decreasing public funding (Altbach & Knight, 2007; Knobel, 2012; Manços & Coelho, 2017) and the choice of the language(s) of instruction (Knight, 2011a; Hamel, 2013; Martinez, 2016; Baumvol & Sarmiento, 2016).

The BP became a new paradigm for the conceptualization, organization and operation of the higher education enterprise in Europe, since it allowed the transfer of credits among the member universities in order to promote, according to Bianchetti and Magalhães, (2015): a) the compatibility of systems of education; b) student and staff mobility; c) employability of graduates.

In the Brazilian context, despite national efforts in the form of public programs and calls such as the Science without Borders [SwB]⁶, the English without Borders [EwB], the Languages without Borders [LwB]⁷ (Finardi & Archanjo, 2018) and, more recently, the CAPES PrInt Call [CPC]⁸ (Guimarães, Finardi, & Casotti, 2019), internationalization is an incipient process (Nicolaidis & Tilio, 2013; Amorim & Finardi, 2017).

The EwB program was initially launched in 2012 as a complementary program for SwB to develop English language proficiency in Brazilian university students, through the offer of three (free of charge) activities: online courses, face-to-face classes (English for Academic

⁶ More information at: <http://www.cienciasemfronteiras.gov.br/web/csf-eng/>

⁷ More information at: <http://isf.mec.gov.br/>

⁸ More information at: <https://www.capes.gov.br/cooperacao-internacional/multinacional/programa-institucional-de-internacionalizacao-capes-print>

Purposes [EAP] and English for Specific Purposes [ESP]), and proficiency exams (TOEFL). Two years later, EwB was renamed LwB to include other languages: English, French, German, Spanish, Italian, Japanese and Portuguese as a Foreign Language (PFL)⁹. CPC was launched in 2017 and represents a shift in public funding for IHE, since (unlike SwB) it aims to promote the internationalization of graduate programs in Brazilian universities. These programs are summarized in Table 1.

Table 1

Internationalization Programs in Brazil (government-funded)

Program	Beginning	End	Purpose	Audience
SwB	2011	2016	Mainly academic mobility	Mainly undergraduates from STEM ¹⁰ areas
EwB	2012	2014	Development of proficiency in English and preparation for SwB exchange experiences	Students and staff of public universities
LwB ¹¹	2014	Present	Development of proficiency in English, German, French, Italian, Spanish, Japanese and Portuguese as a Foreign Language (PFL)	Students and staff from LwB member institutions (public and private)
CAPES PrInt Call	2017	Present	Internationalization of graduate programs	Members of selected graduate programs in a few Brazilian universities

Source: Authors

Therefore, this study aims at exploring the concept and implementations of Internationalization at Home (IaH), through bibliographic research. It also suggests best practices for IaH, in order to promote a more inclusive internationalization. Innovative approaches to be jointly developed with IaH strategies, such as Collaborative Online International Learning (COIL) and the Intercomprehension Approach (IA), are also discussed, with the purpose of fostering more balanced and inclusive internationalization activities.

1.1. Criticism of Internationalization

Authors such as Knight (2004) and Altbach and Knight (2007) suggest that internationalization is seen as a set of policies and practices that higher education institutions develop to deal with the current global academic context. In that sense, there are various indexes to measure the level of internationalization of a given institution: number of publications along with foreign researchers, number of international students in local campuses, number of foreign lecturers¹² and researchers, just to name a few (Robson, 2018).

However, according to Finardi and Guimarães (2017), these indexes, especially those of rankings, are not adequate to capture the reality of universities in the Global South (De Sousa Santos, 2011) in general, and in Brazil in particular, because they use criteria which favor the

⁹ Portuguese as a foreign language (PFL) was included to foster incoming mobility.

¹⁰ STEM: Science, Technology, Engineering and Mathematics.

¹¹ LwB is no longer offered in the same format as when it was launched. In the beginning, universities received direct funding from the federal government, while now they have to manage their own funding to keep the program running.

¹² It refers to professors in higher education.

institutions from the Global North, located mainly in English-speaking countries, or the ones which adopt English as the medium of instruction (EMI) as shown in Finardi (2017) in a comparison between Switzerland and Brazil. Examples of such criteria include the number of publications in English or publications coauthored with researchers from the Global North.

Another criticism that has been raised against internationalization is made by Vavrus and Pekol (2015), who claim that this process benefits more universities in the Global North than those in the Global South. Likewise, Lima and Maranhão (2009) claim that Brazil has a passive internationalization for it sends more academics abroad than it receives in local institutions, thus, financing universities of the Global North.

Leite and Genro (2012) indicate that globalization (and internationalization) promoted the commodification of education, due to policies created for the evaluation of higher education, which are aligned with concepts of hegemony, imperialism and neoliberalism. These authors discuss the emergence of a new form of imperialism (benevolent imperialism) to create strategies connected to the Bologna Process, in order to design a common area of higher education in Latin America, the Caribbean (LAC) and the European Union, sustained by hegemonic interests.

Indeed, regarding the IHE in the LAC region, Bernheim (2008) distinguishes between IHE and transnationalization of higher education, linking the former to an academic motivation for academic international cooperation with an emphasis on horizontal and supportive relations, and the latter to an economic agenda and the view of higher education as a service or commodity. According to Streck and Abba (2018), in the Latin-American context there is still a strong colonial heritage, which (in education) translates into the adoption of transnationalization models, with their acritical import of supposedly capable and redeeming proposals, often treating IHE as a synonym of development. Moreover, the aforementioned authors claim that IHE can be used to either perpetuate/reinforce the colonization heritage, or to free the colonized from this heritage.

Therefore, hegemonic countries generate consequences in non-hegemonic ones (Garson, 2016), because they can promote models and values which deny public spaces and affect democratic subjectivities (Leite & Genro, 2012), through inter-agency relations, accreditation procedures and networks of evaluation agencies (with institutional indicators at the global level).

1.2. Internationalization and Mobility

As previously stated, IHE has become a relevant theme in the globalized world, often equated with academic mobility, as defined in the myths (Knight, 2011b) and misconceptions (de Wit, 2011) around IHE. However, academic mobility serves a small part of IHE in academic communities throughout the world, whether because of the high costs associated with it, or due to the high level of requirements for funding and transfer of credits involved in academic mobility programs.

In addition, international academic mobility is considered one of the most “visible” internationalization activities (Altbach, Reisberg, & Rumbley, 2009). One can see international mobility as the geographical displacement of students, faculty or researchers, to a foreign higher

education institution (HEI), for a certain time, to develop academic activities (Wang et al., 2014). Currently, it is estimated that 2.5 million students are studying out of their home countries, and it is expected that in 2020 this number should reach 7 million students (Altbach, Reisberg, & Rumbley, 2009).

Academic mobility can arguably represent an internationalization strategy which goes beyond personal development, and scientific/cultural progress for the institution and region (Souza Júnior, 2010). However, it is remarkable that such activity serves a small part of the academic community. In Brazil, according to the UNESCO Institute for Statistics (UIS)¹³, 52,515 students participated in a program for academic mobility abroad in 2016.

According to UIS, this figure represents only 0.3% of higher education students in that year (UNESCO Institute of Statistics [UIS], 2016). As such, academic mobility is arguably an activity that benefits only a few, perhaps even more so in developing countries such as in Brazil, just as some critics claim that internationalization benefits more the North than the South (De Sousa Santos, 2011; Canagarajah, 2013; Vavrus & Pekol, 2015; Stein & Andreotti, 2016, 2017).

Considering the end of the SwB mobility program and the current political/economic scenario of Brazil, it is possible to claim that few people can afford the costs associated with international academic mobility. Besides the economic limitation to finance academic mobility, many Brazilian students cannot meet the requirements for mobility programs, especially in terms of foreign language proficiency (in general) and in English (in particular). Indeed, this was one of the greatest challenges of the SwB program (Altenhofen, 2013; Finardi & Archanjo, 2018) which was addressed, to some extent, by the creation of the LwB program, whose direct financing by the Brazilian Ministry of Education (MEC) was cancelled in May 2019.

For many students, especially the ones in the Global South and in Brazil, where the authors of this study work (in a federal university), mobility is a distant reality. Therefore, the authors understand that internationalization needs to be more inclusive, expanding its focus beyond academic mobility, to promote internationalization for everyone, and not for a small part of the academic community (de Wit et al., 2015). As such, the potential of some approaches such as Collaborative Online International Learning (COIL) and the Intercomprehension Approach (IA) are explored by Finardi (2019a) as an alternative to more inclusive internationalization activities, and such approaches will be briefly discussed here.

1.3. Internationalization at Home (IaH)

An alternative for promoting inclusive IHE activities which has been gaining worldwide visibility is the concept of “Internationalization at Home” (IaH), which, according to Beelen and Jones (2015), consists of an intentional integration of an international and intercultural dimension into the formal and informal curriculum, for all students, within local/domestic learning environments.

IaH is about actions and initiatives that take place on campus, in the academic community, in the classroom, as well as in the incorporation of international, intercultural and/or

¹³ More information at: <http://uis.unesco.org/>

global dimensions into the content of the curriculum, learning outcomes, and teaching methods (Leask, 2015), to promote internationalization in local campuses. Among the possible activities of IaH, one can mention the internationalization of the curriculum, the inclusion of aspects related to intercultural and international dimensions into the process of teaching/learning, relationships with local ethnic groups, welcoming international students at local campuses, the presence of foreign lecturers, etc.

As an alternative to current IHE models, IaH has gained attention in the academic area, becoming an increasingly explored and inquired topic. A bibliographic search of related terms in Portuguese and English using the terms “internacionalização em casa” OR “internationalization at home” AND “ensino superior” OR “higher education” in the Google Scholar search engine (considering the last 10 years) shows a significant increase in the publications about this topic, as shown in the figure below.

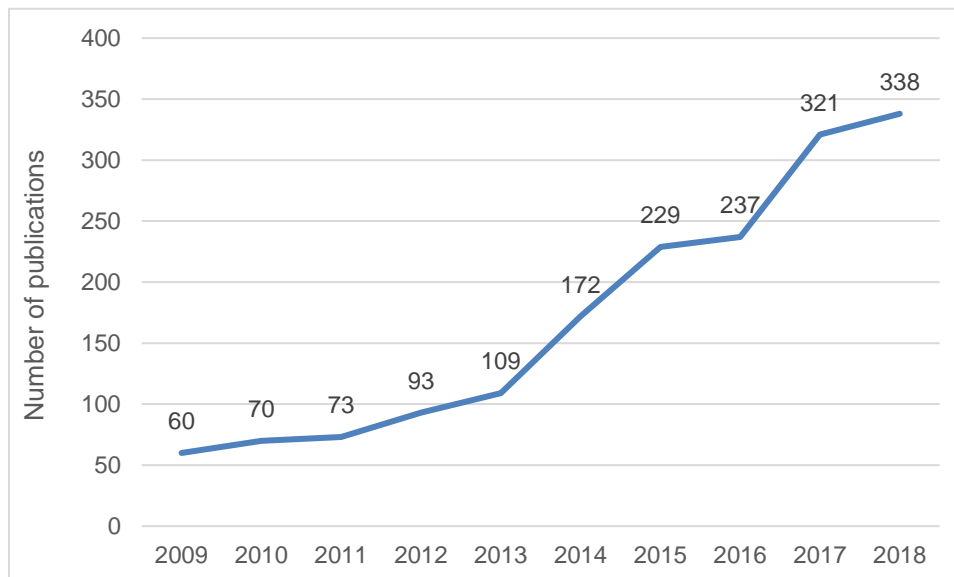


Figure 1. Number of publications about IaH between 2009 and 2019 (Source: Authors).

Considering this trend and the objective of this study, we aim to explore ideas around IaH, looking for alternative practices for the promotion of internationalization beyond international mobility, expanding the impact of internationalization initiatives within the context of higher education institutions [HEIs] (in general) and in the context of Brazil (in particular). With that aim, the next sections explore two approaches to more inclusive and multilingual practices involved in IHE that may prove relevant.

1.4. Internationalization, languages, and the affordances of the COIL and Intercomprehension approaches

Due to the centrality of language (Spolsky, 2004) to education in general and to internationalization of higher education in particular (e.g.: Finardi, Santos, & Guimarães, 2016), and following the suggestions in Finardi (2019b), some approaches are discussed in this

subsection as possible alternatives to be jointly developed within IaH actions, so that local needs can be considered in the face of global demands.

The Collaborative Online International Learning (COIL) approach was developed at the State University of New York (SUNY)¹⁴ and its designers propose the use of information and communication technologies (ICTs) to promote international learning experiences (which can be considered “virtual mobility”), especially for students who do not have the opportunity or resources to participate in academic mobility programs which demand geographical displacement. A recent study carried out by Hildeblando Junior and Finardi (2018) analyzed 23 COIL experiences, concluding that though COIL may be an interesting alternative to academic mobility (in the form of virtual mobility), this approach should be used to expand the use of languages (beyond English) and approaches to incorporate the Intercomprehension Approach.

The Intercomprehension Approach (IA) was developed within the context of the European Union to promote multilingualism among speakers of similar languages such as the romance languages (French, Italian, Spanish and Portuguese, for instance). Doyé (2005) states that IA is a form of communication in which each person uses his/her own language and understands that of the others. In other words, it is the ability to understand other languages without having previously (and intentionally) studied such languages, and without extraordinary effort (European Commission, 2012).

Various authors discussed the possibilities, limitations and recommendations for the use of IA, such as Meissner (2010), De Biase (2013), Araújo e Sá and Simões (2015) and De Oliveira (2016). These studies indicate that IA can be a relevant approach for countries which use romance languages (as in the case of Portuguese, in Brazil), especially for the promotion of multilingualism. Indeed, Finardi (2017) claims that this approach can be used to counteract the hegemonic use of English in Brazil. In addition, IA can give space for other romances languages such as French, Spanish and Italian, because the teaching of these languages was jeopardized by educational reforms that made English the mandatory foreign language in elementary education in Brazil.

In addition, IA can be seen as an alternative (or complementary activity) to the use of a lingua franca (LF), because a “non-critical” use of a LF (Doyé, 2005) can have serious consequences related to issues related to linguistic imperialism, insufficient communication, devaluation of the mother tongue, and the impossibility of using a LF without the ideologies and practices associated with that language.

2. Materials and Methods

For the purpose of finding relevant bibliography to compose a corpus for analysis, the authors used the Google Scholar search engine to find articles published in 2019, using the expressions “internationalization at home” OR “internacionalização em casa” AND “higher education” OR “ensino superior” – yielding 144 results. The first criterion for the exclusion of articles was their titles – those which were not directly connected to the main theme of this study

¹⁴ More information at: <http://coil.suny.edu/>

were removed from the corpus, yielding 37 articles. A second criterion included the relevance of the studies according to their abstracts – relevance of studies was determined by the presence of definitions of IaH, the implementation of IaH activities in the context of higher education institutions, the year of publication, and keywords (in titles and abstracts) such as: internationalization, universities, research, staff, mobility, experiences, activities, curriculum.

After reading the abstracts of these remaining articles, 10 of them were chosen, according to their relevance for this study. Among the 10 articles that compose the corpus, 5 of them explore concepts and implementations of IaH and the other 5 represent case studies of specific IaH activities. A discussion of IaH based on the 5 conceptual articles is offered first, followed by a systematic analysis of the case studies (of specific activities) presented, considering best practices in IaH.

3. Results and Discussion

As mentioned earlier in this study, IaH is a topic which has increasingly been discussed in the higher education area. Table 2 presents the 5 publications chosen, which explore the concepts and implementation of IaH.

Table 2

Concepts about IaH

Authors	Title	Concept of IaH
Weimer, Hoffman, & Silvonen, 2019	Internationalisation at home in Finnish higher education institutions and research institutes	The dimensions, processes and international/intercultural activities implemented in higher education for the development of intercultural competences, for all students and staff. IaH focuses on the people who do not participate in international mobility programs.
Harrison, 2016	Internationalising the curriculum: internationalization at home and engaging academic staff	Activities to offer opportunities for students who do not participate in mobility (so that they can have similar benefits), including the ability to understand different points of view and improve the skills for intercultural interaction and critical thinking
Almeida et al., 2019	Understanding internationalization at home: perspectives from the global north and south	IaH definitions are not clear. The singularity of this concept (IaH) is based on the epistemology of equity that is embedded in IaH
Panajoti, 2019	Intercultural dialogue for internationalization at home: the case of Albanian universities	Attention to the internationalization of the experiences of students and staff at the local campus, which outnumber the people who participate in mobility
Nghia, Giang, & Quyen, 2019	At-home international education in Vietnamese universities: impact on graduates' employability and career prospects	An alternative to mobility, in which students can acquire international and intercultural elements integrated to the formal and informal curricula, while staying at their home country

Source: Authors

The authors observed the centrality of the inclusive aspect of IaH within the concepts presented in the articles chosen – such aspect aims to promote intercultural experiences which are beneficial for all. Some other aspects related to IaH highlight the possibility of getting results

similar to the ones provided by international mobility, without the need of displacement. Therefore, one can see the notion that international and intercultural competences can be equally developed through IaH activities, allowing all academic community (not a small part of it, engaged in international mobility) to be in contact with intercultural experiences (Weimer, Hoffman, & Silvonen, 2019). As such, IaH is arguably a means, rather than an end in itself. It is an instrument to reach the goal of providing students, in their educational process, with international and intercultural skills, which are relevant for the globalized world in which we currently live. The benefits and challenges of IaH were summarized in Table 3 below.

Table 3
Benefits and Challenges for IaH

Authors	Benefits of IaH	Challenges for IaH
Weimer, Hoffman, & Silvonen, 2019	It offers global perspectives in study programs for all students and includes international and intercultural perspectives in the standard curriculum; diversity in the classroom is integrated to learning; opportunities for virtual mobility; purposeful integration with foreign students.	Teachers think that they are internationalizing the curriculum when they use English as a medium of instruction. Teachers need to be trained for the multicultural classroom, with an intercultural pedagogical training; students need intercultural skills to facilitate interaction with other students
Harrison, 2016	The development of the ability to use multiple points of view; improve the skills for intercultural interaction and critical thinking	Many students do not feel comfortable in the interaction with foreign students
Almeida et al., 2019	It promotes the equality of access to international university experiences (since most students do not participate in mobility); also integrates foreign students	Lack of governmental acknowledgement; lack of engagement of educators.
Panajoti, 2019	The adoption of IaH strategies would benefit universities, making the students competent for a more connected and diversified society	IaH cannot be understood without the internationalization of the curriculum, which includes a relevant role for teachers in this process. IaH is more demanding than mobility because it requires efforts from universities, staff and units – especially teachers.
Nghia, Giang, & Quyen, 2019	It helps students to develop human capital, expand social networks, improve the cultural understanding, improve the adaptability of the career and develop a professional identity; it contributes for the development of contextualized employment competences in students	Decide the level of the internationalization of the curriculum; the skills and the availability of teachers who are familiarized with international practices and standards; the academic skills and learning styles of students, resources, facilities and services for academic support

Source: Authors

A recurring theme in the comments about the benefits of IaH is the integration promoted by its activities for international students at local campuses – “participants view IaH as a mechanism that should support the social integration of diverse individuals in higher education” (Weimer, Hoffman, & Silvonen, 2019, p. 31). The interaction with people from other realities and cultures, promoting conversations with other knowledge and people, can be said to be beneficial for the education (in general) and for IHE (in particular). This interaction is also important to expand knowledge and perspectives for each field of education worldwide – to understand how occupations function around the globe, for instance. For this reason, one can see

that IaH (through activities which promote the interaction with international students) can promote critical thinking and important skills to adapt to cultural diversity.

An IaH activity suggested by Harrison (2016) is the “positive use” of international students at local campuses as a resource for teaching, where they can act as promoters of IaH at the host institution. Accordingly, Weimer, Hoffman and Silvonen (2019) suggest that local students act as tutors of international students at local campuses. Consequently, international students should be encouraged to share their cultural experiences, and lecturers should promote the production of knowledge in partnership with such students, since the interaction with foreigners is a possibility for the development of intercultural skills, so that academic partners can develop mutual trust for dealing with people from various cultural backgrounds (Harrison, 2016).

At the same time, this intercultural exchange should not be limited to international students at local campuses, because online learning environments can also be used to foster intercultural skills. In fact, information and communication technologies (ICTs) in the digital age can be very useful in IaH because they can promote international experiences (Almeida, Robson, Morosini, & Baranzeli, 2019) through online activities for learning and online collaboration (Nghia, Giang, & Quyen, 2019).

Weiner, Hoffman and Silvonen (2019) recommend the use of online courses with students from different countries (as an IaH activity), who perform joint tasks and get together through web conferencing systems, much in the same format as suggested in the COIL approach. The aforementioned authors also suggest that HEIs promote the participation of international lecturers in local courses, with the use of web conferencing tools.

Another IaH activity mentioned in the analyzed studies is the internationalization of the curriculum, so that such curriculum should be remodeled according to “real world” problems and global perspectives (Harrison, 2016). For Panajoti (2019), an internationalized curriculum should promote intercultural skills in the processes of teaching and learning. Nonetheless, when dealing with an internationalized curriculum, some lecturers might think that it is simply about teaching with the use of a different language of instruction, as in EMI or Content and Language Integrated Learning (CLIL), when in fact such curriculum deals with the adaptation of the content to be taught (Weimer, Hoffman, & Silvonen, 2019), in order to expand the views of students beyond the ones they have in their own cultures/countries.

Consequently, IaH comes along with challenges. In the studies analyzed here, one can see a lack of engagement and training of faculty and administrative staff to deal with multicultural aspects, as well as a lack of knowledge about the topic of internationalization. One of the challenges mentioned in the studies is that the sole contact with cultural diversity is not enough for students to develop intercultural skills – it is necessary to establish measures to ensure engagement and interaction (therefore, the role of the lecturer is essential). Lecturers should be aware and prepared to promote cultural interaction.

Concerning the challenges discussed above, the authors recommend training sessions, so that faculty members can understand and implement IaH. Other ways to promote IaH would be

evaluating lecturers in relation to the use (or not) of IaH activities and reward lecturers who implement innovative strategies for IaH (Weimer, Hoffman, & Silvonen, 2019).

One of the studies analyzed also mentions challenges related to the discomfort of students when participating in workgroups with international students (whether online or face-to-face). One of the concerns is that foreign students may hinder the performance of workgroups, due to difficulties in communication related to languages, and due to the fear of disagreements related to cultural differences (Harrison, 2016).

Therefore, the authors of the present study noticed a lack of preparation of students and faculty to deal with cultural differences and language barriers. For this reason, one suggests the inclusion of intercultural perspectives in the formal curriculum to prepare students for intercultural contact, the implementation of language courses for all academic community with the inclusion of multilingual approaches such as the IA, and the creation of mandatory courses on intercultural communication for all careers (Weimer, Hoffman, & Silvonen, 2019). The proposals presented by the authors cited in this study are just some of the many activities related to IaH that could be implemented in HEIs. In the following table, five case studies from 2019 are analyzed, looking for the best practices in IaH.

Table 4

Case Studies

Authors	Title	IaH Activity	Instrument	Conclusion
McCullum et al., 2019	Overcoming barriers for implementing international online collaboration assignments in Chemistry	Online collaborative tasks, pair work activities	Video conferencing software	Students were successful for overcoming barriers
Lee & Cai, 2019	Evaluation of an online “internationalization at home” course on the Social Contexts of Addiction	Online interactive course about cultural differences. The final assessment was evaluating an article written by colleagues from other countries	Moodle Platform, discussions forums, lecturers from various countries	Development of awareness concerning the different social and cultural contexts; students recognized the universality of their field of knowledge; changes in opinions about their own cultures and societies
Carlson et al., 2019	Nursing students’ perceptions of peer learning through cross-cultural student-led webinars: a qualitative study	Presentation of online seminars; groups of 10 students with (at least) two members of each country	“Zoom” platform for audio and video interactions	Learning based on the interaction among students was better than expected; this activity created new opportunities for internationalization, without compromising individual and institutional financial resources
Machado, 2019	Os MOOCs como possibilidade para internacionalização da	Use of Massive Open Online Courses (MOOCs)	Educational environments available through the web	Establishment of meaningful learning, development of attitudes and professional knowledge through interaction; intercultural competences; development

	educação superior em casa ¹⁵			of cognitive and non-cognitive skills.
Hyett et al., 2019	Trialing virtual intercultural learning with Australian and Hong Kong allied health students to improve cultural competency	Students enrolled in three different courses, in two universities. Blended learning: face-to-face and online classes	Not specified	Development of intercultural skills using experiences out of the “comfort zone”, in which students learn during intercultural experiences and interactions

Source: Authors

In all the IaH activities analyzed, there was interaction among students from various nationalities, brought together by information and communication technologies (ICTs). As previously discussed, technologies are important tools for IaH. Technology-based activities could promote equal access to internationalization opportunities, for all students (Beelen & Jones, 2015) and we think that they can be used in a COIL format together with IA to potentialize these benefits.

Considering limitations to academic mobility/displacement (such as decreasing funding and restrictive migration policies – e.g. Wright, 2008), advances in ICTs created more options for IaH in the form of virtual academic mobility. As such, ICTs can promote more opportunities for all students to get involved with colleagues and lecturers who are located in geographically distant areas, in order to produce knowledge and raise intercultural awareness and skills (Bhat & McMahon, 2016). Like mobility, IaH initiatives that use ICTs have the potential to facilitate experiences for a transformative and intercultural learning experience, in order to build intercultural competencies fostering employability in increasingly globalized and cosmopolitan societies (Hyett et al., 2019).

The interactions in these virtual exchanges can happen through discussion forums (text, audio or video) and evaluation activities which should be jointly developed, promoting exchange of knowledge. However, one of the studies analyzed by the authors indicates that online interaction (by itself) among students is not enough – “faculty presence and direct instruction has been found to be essential to depth and quality” (Lee & Cai, 2019, p. 375). It is essential for the success of IaH that educators understand and value the cultural diversity of students across courses and classrooms (Hyett et al., 2019).

It was possible to verify in the studies analyzed that IaH activities can be developed to promote online collaborative interaction and virtual academic mobility among participants of different countries, fostering the development of intercultural skills, without the need to participate in international academic mobility. Therefore, by integrating this type of activities into classes and curricula, lecturers can create a favorable learning environment for the internationalization of institutions and for educating global citizens. Moreover, one of the assumptions of this paper is that when virtual mobility activities in the form of COIL are

¹⁵ Title in English: MOOCs (Massive Open Online Courses) as a possibility for the internationalization of higher education at home.

expanded with the use of the IA, the inclusion of more languages, peoples and knowledge can be potentialized.

4. Final remarks

Considering the objective and results of this study, we suggest that IaH is a relevant alternative for HEIs to integrate international and intercultural perspectives into the experiences of students, whether they occur through virtual collaboration or at the local campus, especially because IaH can serve a larger part of the academic community. When IaH is expanded through the use of virtual mobility (in the form of COIL) and the use of the IA, the audience can be significantly expanded to other languages and knowledges.

For the purpose of IaH implementation, the use of technologies for interactive collaboration among students from different countries, within a formal curriculum, with constant intervention of educators, is seen as a token of good practice. Taking this into account, it is necessary to develop more research to analyze and develop IaH activities which are more inclusive and comprehensive.

Acknowledgements

This study was developed within the context of the Center for Studies in International Relations as the Federal University of Espirito Santo (NERI-Ufes).

Author Kyria Rebeca Finardi would like to thank Fapes for support (Edital Fapes Universal 03/2017).

References

- Albuquerque, C. P., Seixas, A. M., Oliveira, A. L., Ferreira, A. G., Paixão, M. P., & Paixão, R. P. (2019). *Higher education after Bologna*. Coimbra: Imprensa da Universidade de Coimbra.
- Almeida, J., Robson, S., Morosini, M., & Baranzeli, C. (2019). Understanding internationalization at home: Perspectives from the global North and South. *European Educational Research Journal*, 18(2), 200–217.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11, 290–305.
- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO.
- Altenhofen, C. V. (2013). Bases para uma política linguística das línguas minoritárias no Brasil. In C. Nicolaidis, K. A. da Silva, R. Tilio, & C. H. Rocha (Eds.), *Política e políticas linguísticas* (pp. 93–116). Campinas: Pontes Editores.
- Amorim, G. B., & Finardi, K. R. (2017). Internacionalização do ensino superior e línguas estrangeiras: Evidência de um estudo de caso nos níveis micro, meso e macro. *Revista Avaliação*, 22(3), 614–632.
- Araújo e Sá, M. H., & Simões, A. R. (2015). *Integración curricular de la intercomprensión: Posibilidades, limitaciones, recomendaciones*. Brussels: European Union.
- Baumvol, L. K., & Sarmiento, S. (2016). A internacionalização em casa e o uso de inglês como meio de instrução. In M. S. Beck, M. E. Moritz, M. L. M. Martins, & V. Heberle (Eds.), *Echoes: Further reflections on language and literature* (pp. 65–82). Florianópolis: EdUFSC.
- Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *The European higher education area: Between critical reflections and future policies* (pp. 59–72). Cham: Springer.
- Bernheim, C. T. (2008). *La educación superior en América Latina y el Caribe: Diez años después de la Conferencia Mundial de 1998*. Bogotá: UNESCO.
- Bhat, C. S., & McMahon, M. (2016). Internationalization at home for counseling students: Utilizing technology to expand global and multicultural horizons. *International Journal for the Advancement of Counselling*, 38(4), 319–329.
- Bianchetti, L., & Magalhães, A. M. (2015). Declaração de Bolonha e internacionalização da educação superior: Protagonismo dos reitores e autonomia universitária em questão. *Revista Avaliação*, 20(1), 225–249.
- Canagarajah, S. (2013). Navigating language politics: A story of critical praxis. In C. Nicolaidis, K. A. Da Silva, R. Tilio, & C. H. Rocha (Eds.), *Política e políticas linguísticas* (pp. 43–61). Campinas: Pontes Editores.
- Carlson, E., Stenberg, M., Lai, T., Reisenhofer, S., Chan, B., Cruz, E., ... Chan, E. A. (2019). Nursing students' perceptions of peer learning through cross-cultural student-led webinars: A qualitative study. *Journal of Advanced Nursing*, 75(7), 1518–1526.

- De Biase, A. (2013). *Intercompréhension: Analyse des stratégies d'apprentissage pour comprendre les langues romanes* (Mémoire professionnel; Master of Arts). Haute École Pédagogique, Lausanne.
- De Oliveira, J. M. F. (2016). *A intercompreensão de línguas românicas nas aulas de inglês: Uma experiência inovadora nos cursos de Educação de Jovens e Adultos (EJA) do Instituto Federal do Rio Grande do Norte* (Master's thesis). Universidade Federal do Rio Grande do Norte, Natal.
- De Sousa Santos, B. (2011). Epistemologías del Sur. *Utopía y Praxis Latinoamericana*, 16(54), 17–39.
- de Wit, H. (2011). Internationalization of higher education: Nine misconceptions. *International Higher Education*, 64, 6–7.
- de Wit, H., Hunter, F., Howard, L., & Egron-Polak, E. (2015). *Internationalisation of higher education*. Brussels: European Parliament.
- de Wit, H., Jaramillo, I. C., Gacel-Ávila, J., & Knight, J. (Eds.) (2005). *Higher education in Latin America: The international dimension*. Washington, D.C.: The World Bank.
- Doyé, P. (2005). *Intercomprehension: Guide for the development of language education policies in Europe - from linguistic diversity to plurilingual education* (reference study). Strasbourg: Council of Europe.
- European Commission (2012). *Studies on translation and multilingualism: Intercomprehension*. Brussels: European Union.
- Finardi, K. R. (2017). What can Brazil learn from multilingual Switzerland and its use of English as a multilingua franca. *Acta Scientiarum*, 39(2), 219–228.
- Finardi, K. R. (2019a). Internationalization and multilingualism in Brazil: Possibilities of content and language integrated learning and intercomprehension approaches. *International Journal of Educational and Pedagogical Sciences*, 13(5), 656–659.
- Finardi, K. R. (2019b). *English in the South*. Londrina, Brazil: Eduel.
- Finardi, K. R., & Archanjo, R. (2018). Washback effects of the Science without Borders, English without Borders and Languages without Borders programs in Brazilian language policies and rights. In M. Siiner, F. M. Hult, & T. Kupisch (Eds.), *Language policy and language acquisition planning* (pp. 173–185). Cham, Switzerland: Springer.
- Finardi, K. R., & Csillagh, V. (2016). Globalization and linguistic diversity in Switzerland: Insights from the roles of national languages and English as a foreign language. In S. Grucza, M. Olpinska-Szkielko, & P. Romanowski (Eds.), *Advances in understanding multilingualism: A global perspective* (pp. 59–79). Frankfurt am Main: Peter Lang.
- Finardi, K. R., & França, C. (2016). O Inglês na internacionalização da produção científica brasileira: Evidências da subárea de linguagem e linguística. *Revista Intersecções*, 19, 234–250.
- Finardi, K. R., & Guimarães, F. F. (2017). Internacionalização, rankings e publicações em inglês: A situação do Brasil na atualidade. *Estudos Em Avaliação Educacional*, 28(68), 600–626.

- Finardi, K. R., & Rojo, R. A. O. (2015). Globalization, internationalization and education: What is the connection? *International E-Journal of Advances in Education*, 1(1), 18–25.
- Finardi, K. R., Santos, J. M., & Guimarães, F. F. (2016). A relação entre línguas estrangeiras e o processo de internacionalização: Evidências da coordenação de letramento internacional de uma Universidade Federal. *Interfaces - Brasil / Canada*, 16(1), 233–255.
- Garson, K. (2016). Reframing internationalization. *Canadian Journal of Higher Education*, 46(2), 19–39.
- Guimarães, F. F., Amorim, G. B., Piccin, G. F. O., Finardi, K. R., & Moreira, N. de S. (2019). Intercompreensão e internacionalização: Construindo uma cidadania glocal sustentável. In K. Finardi, M. Scherre, L. Tesch, & H. Carvalho (Eds.), *A diversidade de fazeres em torno da linguagem: Universidades, faculdades e educação básica em ação* (pp. 217–230). Campinas: Pontes Editores.
- Guimarães, F. F., Finardi, K. R., & Casotti, J. B. C. (2019). Internationalization and language policies in Brazil: What is the relationship? *Revista Brasileira de Linguística Aplicada*, 19(2), 295–327.
- Hamel, R. E. (2013). El campo de las ciencias y la educación superior entre el monopolio del inglés y el plurilingüismo: Elementos para una política del lenguaje en América Latina. *Trabalhos Em Linguística Aplicada*, 52(2), 321–384.
- Harrison, N. (2016). Global activists, global workers or home aloners: Understanding the challenges of internationalisation at home when creating global citizens. In S. Kirk, C. Newstead, R. Gann, & C. Rounsaville (Eds.), *Internationalising the curriculum: Internationalisation at home and engaging academic staff* (pp. 9–21). Nottingham: Trent Institute for Learning and Teaching.
- Hildeblando Junior, C. A., & Finardi, K. R. (2018). Internationalization and virtual collaboration: Insights from COIL experiences. *Revista Ensino em Foco*, 1(2), 19–33.
- Hyett, N., Lee, K. M., Knevel, R., Fortune, T., Yau, M. K., & Borkovic, S. (2019). Trialing virtual intercultural learning with Australian and Hong Kong allied health students to improve cultural competency. *Journal of Studies in International Education*, 23(3), 389–406.
- Jenkins, J. (2014). *English as a lingua franca in the international university: The politics of academic English language policy*. New York: Routledge.
- Jenkins, J. (2015). Repositioning English and multilingualism in English as a lingua franca. *Englishes in Practice*, 2(3), 49–85.
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5–31.
- Knight, J. (2011a). Doubts and dilemmas with double degree programs. *Revista de Universidad y Sociedad del Conocimiento*, 8(2), 297–312.
- Knight, J. (2011b). Five myths about internationalization. *International Higher Education*, 62, 14–15.

- Knobel, M. (2012). Brazil seeks academic boost by sending students abroad. *International Higher Education*, 66, 147–149.
- Leask, B. (2015). *Internationalizing the curriculum*. New York: Routledge.
- Lee, B. K., & Cai, H. (2019). Evaluation of an online “Internationalization at Home” course on the social contexts of addiction. *Journal of Studies in International Education*, 23(3), 365–388.
- Leite, D., & Genro, M. E. H. (2012). Avaliação e internacionalização da educação superior: Quo vadis América Latina. *Revista Avaliação*, 17(3), 763–785.
- Lima, M. C., & Maranhão, C. M. S. de A. (2009). O sistema de educação superior mundial: Entre a internacionalização ativa e passiva. *Revista Avaliação*, 14(3), 583–610.
- Ljosland, R. (2015). Policymaking as a multi-layered activity. A case study from the higher education sector in Norway. *Higher Education*, 70(4), 611–627.
- Machado, K. G. W. (2019). *Os MOOCs como possibilidade para internacionalização da educação superior em casa*. (Master’s thesis). Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre.
- Manços, G. de R., & Coelho, F. de S. (2017). Internacionalização da ciência brasileira: Subsídios para avaliação do programa Ciência sem Fronteiras. *Revista Brasileira de Políticas Públicas e Internacionais*, 2(2), 52–82.
- Martinez, R. (2016). English as a Medium of Instruction (EMI) in Brazilian higher education: Challenges and opportunities. In K. R. Finardi (Ed.), *English in Brazil: Views, policies and programs* (pp. 191–228). Londrina, Brazil: Eduel.
- McCollum, B., Morsch, L., Shokoples, B., & Skagen, D. (2019). Overcoming barriers for implementing international online collaborative assignments in Chemistry. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(1).
- Meissner, F.-J. (2010). La didáctica de la intercomprensión y sus repercusiones en la enseñanza de lenguas: El ejemplo alemán. *Synergies Chili*, 6, 59–70.
- Nghia, T. L. H., Giang, H. T., & Quyen, V. P. (2019). At-home international education in Vietnamese universities: Impact of graduates’ employability and career prospects. *Higher Education*, 1–18. doi:10.1007/s10734-019-00372-w
- Nicolaides, C. S., & Tilio, R. C. (2013). Políticas de ensino e aprendizagem de línguas adicionais no contexto brasileiro: o caminho trilhado pela ALAB. In C. Nicolaides, K. A. da Silva, R. Tilio, & C. H. Rocha (Eds.), *Política e políticas linguísticas* (pp. 285–303). Campinas: Pontes Editores.
- Panajoti, A. (2019). Intercultural dialogue for internationalization at home: The case of Albanian universities. *Redefining Community in Intercultural Context*, 8(1), 191–201.
- Patel, F., & Lynch, H. (2013). Glocalization as an alternative to internationalization in higher education: Embedding positive glocal learning perspectives. *International Journal of Teaching and Learning in Higher Education*, 25(2), 223–230.
- Ricento, T. (2006). *An introduction to language policy: Theory and method*. Malden, MA: Blackwell Publishing.

- Robson, S. (2017). Internationalization at home: Internationalizing the university experience of staff and students. *Revista Educação*, 40(3), 368–374.
- Robson, S., Almeida, J., & Schartner, A. (2018). Internationalization at home: Time for review and development? *European Journal of Higher Education*, 8(1), 19–35.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. New York: Routledge.
- Soria, K. M., & Troisi, J. (2014). Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies. *Journal of Studies in International Education*, 18(3), 261–280.
- Souza Junior, J. (2010). *Marx e a crítica da educação: Da expansão liberal-democrática à crise regressivo-destrutiva do capital*. Aparecida, SP: Editora Ideias & Letras.
- Spolsky, B. (2004). *Language policy*. New York: Cambridge University Press.
- Stein, S., & Andreotti, V. de O. (2016). Cash, competition, or charity: international students and the global imaginary. *Higher Education*, 72, 225–239.
- Stein, S., & Andreotti, V. de O. (2017). Afterword: Provisional pedagogies toward imagining global mobilities otherwise. *Curriculum Inquiry*, 47(1), 135–146.
- Streck, D., & Abba, J. (2018). Internacionalização da educação superior e herança colonial na América Latina. In L. Korsunsky, D. Del Valle, E. Miranda, & C. Suasnabar (Eds.), *Internacionalización y producción de conocimiento: El aporte de las redes académicas* (pp. 131–149). Buenos Aires: IEC-CONADU.
- Taquini, R., Finardi, K. R., & Amorim, G. B. (2017). English as a medium of instruction at Turkish state universities. *Education and Linguistics Research*, 3(2), 35–53.
- UNESCO Institute of Statistics. (2019). *Global flow of tertiary-level students*. Retrieved from <http://uis.unesco.org/en/uis-student-flow>
- Vavrus, F., & Pekol, A. (2015). Critical internationalization: Moving from theory to practice. *FIRE - Forum for International Research in Education*, 2(2), 5–21.
- Vieira, G. V., Finardi, K. R., & Piccin, G. F. O. (2018). Going international: The challenges for the Brazilian Federal Institutes of Education, Science and Technology. *Revista Ibero-Americana de Estudos em Educação*, 13(1), 391–406.
- Villar-Onrubia, D., & Rajpal, B. (2016). Online international learning: Internationalising the curriculum through virtual mobility at Coventry University. *Perspectives: Policy and Practice in Higher Education*, 20(2–3), 75–82.
- Wang, X., Spotti, M., Juffermans, K., Cornips, L., Kroon, S., & Blommaert, J. (2014). Globalization in the margins: Toward a re-evaluation of language and mobility. *Applied Linguistics Review*, 5(1), 23–44.
- Weimer, L., Hoffman, D., & Silvonen, A. (2019). *Internationalisation at Home in Finnish higher education institutions and research institutes* (Report). Helsinki: Ministry of Education and Culture.
- Wright, S. (2008). Citizenship tests in Europe - editorial introduction. *International Journal on Multicultural Societies*, 10(1), 1–9.

Wright, S. (2016). *Language policy and planning: From nationalism to globalization*. New York: Palgrave Macmillan.