# "INTERNACIONALIZACIÓN EN CASA (IEC)"

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https://www.researchgate.net/profile/Luciane_Stallivieri

# FUNDAMENTOS Y ESTRATEGIAS PARA EL DESARROLLO DA INTERNACIONALIZACIÓN EN CASA BASADOS EN EL ENFOQUE DE GESTIÓN DEL CONOCIMIENTO

# Agenda



- Theoretical bases of IaH and IoC
- Unesco, OCDE, PISA
- Quality in higher education
- World-class universities
- Quality in Internationalization
- Knowledge society and Society 5.0
- Knowledge management tools and techniches

# UNESCO's Futures of Education

- UNESCO's Futures of Education initiative aims to rethink education and shape the future.

- The initiative is catalyzing a global debate on how knowledge, education and learning need to be reimagined in a world of increasing complexity, uncertainty, and precarity (UNESCO, 2021).

Futures of Education:
Learning to Become
Initiative

Internationalization
at Home

# TRENDS IMPACTING THE FUTURES OF HIGHER EDUCATION

# Trends Impacting the Futures of Higher Education



- Technology
- Global South
- Science and Innovation
- Collaboration
- Equity and Equality

# 1. Technology



- While the benefits of technology in the delivery of online or digital learning was applauded, addressing deficits in equitable access to technology in the 21st century is a must.

- Broadening and improving access through technology can help us work creatively across cultures to address collective challenges in communication and education.

# Technology



STORY CIRCLES

UNESCO's Human Rights Based Intercultural Competency Development Methodology

- Technology can be an ally in providing tools to achieve this desired outcome (see for example, UNESCO Story Circles which are aimed at developing and practicing key intercultural competencies virtually or in person).
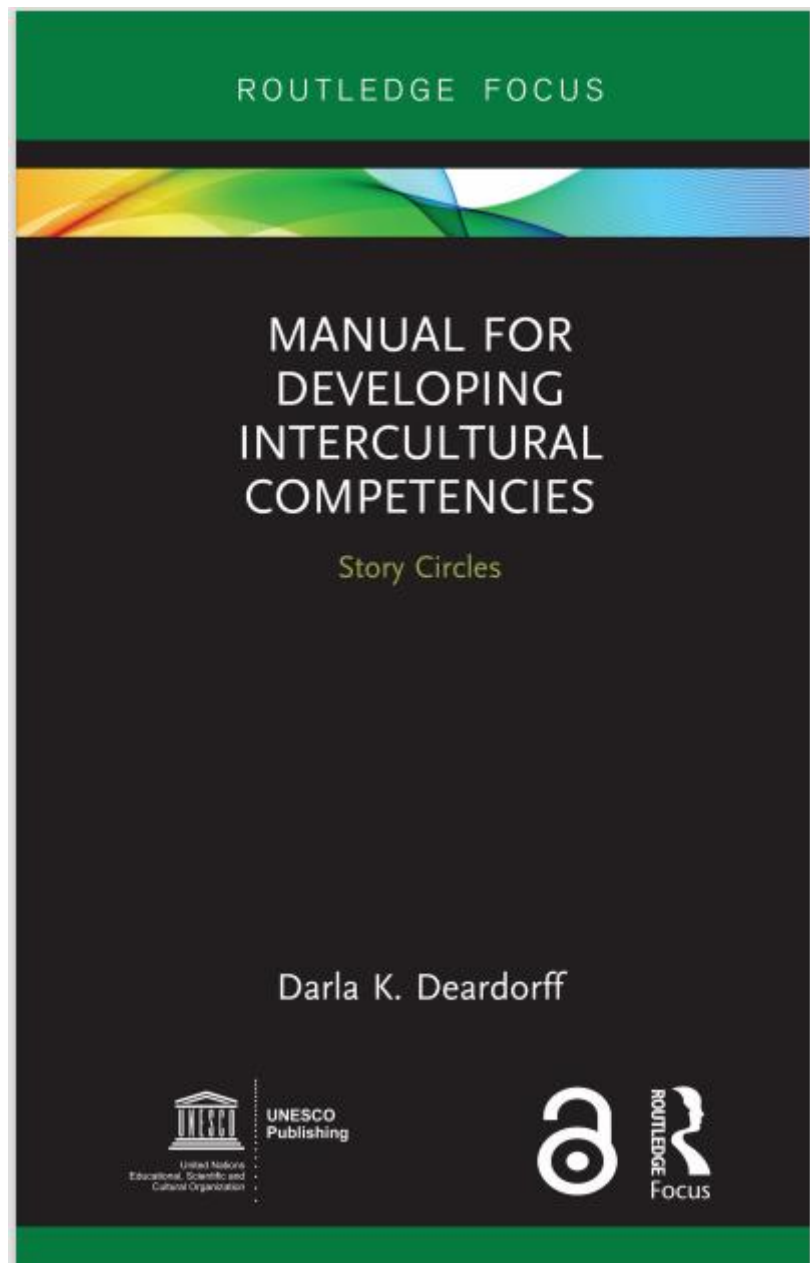
ROUTLEDGE FOCUS

**MANUAL FOR DEVELOPING INTERCULTURAL COMPETENCIES**

Story Circles

Darla K. Deardorff

UNESCO Publishing
United Nations Educational, Scientific and Cultural Organization

ROUTLEDGE Focus

*Table 1.1* Pros and cons of intercultural trainings tools

| Types of Intercultural Training Tools | Pros | Cons |
|---|---|---|
| Simulations | Involves experiential learning, allows participants to experience differences and practice intercultural (IC) skills in a safe setting | Usually takes significant time (two to three plus hours); requires extensive debriefing from knowledgeable facilitators; may require particular materials, props, outfits, or space; and may cost money |
| Role plays | Involves experiential learning, allows participants to practice IC skills in a safe setting, provides a mechanism for generating feedback on communication/ behavior | May not be appropriate in some settings, requires participants to "perform" in front of others, requires careful development and selection of scenarios, requires thorough debriefing, requires a trained facilitator |
| Case studies | Provides concrete examples for discussion, engages participants through exploration of solution(s) | Requires careful development/ selection/wording of case studies, focuses primarily on the cognitive level of intercultural competencies (ICC) development |
| Group activities (games, discussions, structured learning exercises) | Can focus on particular aspects of ICC, engages in face-to-face interaction, allows for guidance and feedback from trained facilitator | Usually found in more formal settings, may require particular materials and space, requires skilled facilitator, needs to match activity with participants' learning styles |
| Online tools | Does not need to be in a formal learning setting, often utilizes self-directed learning, is available 24/7 with Internet access | There may be limited access to the Internet/computer; some online tools cost money; they have limited face-to-face contact; there is usually no guidance available; they are dependent on individual motivation |

# 2. Global South



The Rich North

The Poor South

- Related to the effects of the existing pattern of **exploitation of the southern hemisphere**, specifically in relation to the extraction of resources and its ensuing effects on our interconnected existence.

# 3. Science and Innovation

- Reliance on scientific research and innovation can help enhance the quality of human life. For this to happen we need to increase global collaborations, a currently under-utilized effort.

- Failing to collaborate means that knowledge is not being shared, this is an impediment which leads to poor dissemination of valuable information.

- Effective global collaboration requires specific skill sets as much as resilience, flexibility and creativity.

# 4. Collaboration



- The times of crisis have allowed us to reflect on many issues which characterize how we interrelate in an interconnected world.

- Moving forward we need to increase global collaboration to tackle challenges that impact us collectively.

- Global collaboration will allow us to view challenges from a broader global perspective as opposed to a narrowed national perspective.

# 5. Equity and equality

- Our coexistence on the planet requires us to share resources equitably; by doing so we will move towards greater equality.

- We need to work towards greater equality in access to education.

- The changing face of our current experiences means that larger numbers of children will be learning from their families and not school systems and we need to prepare for that.



Equality

Equity

© 2014, Saskatoon Health Region
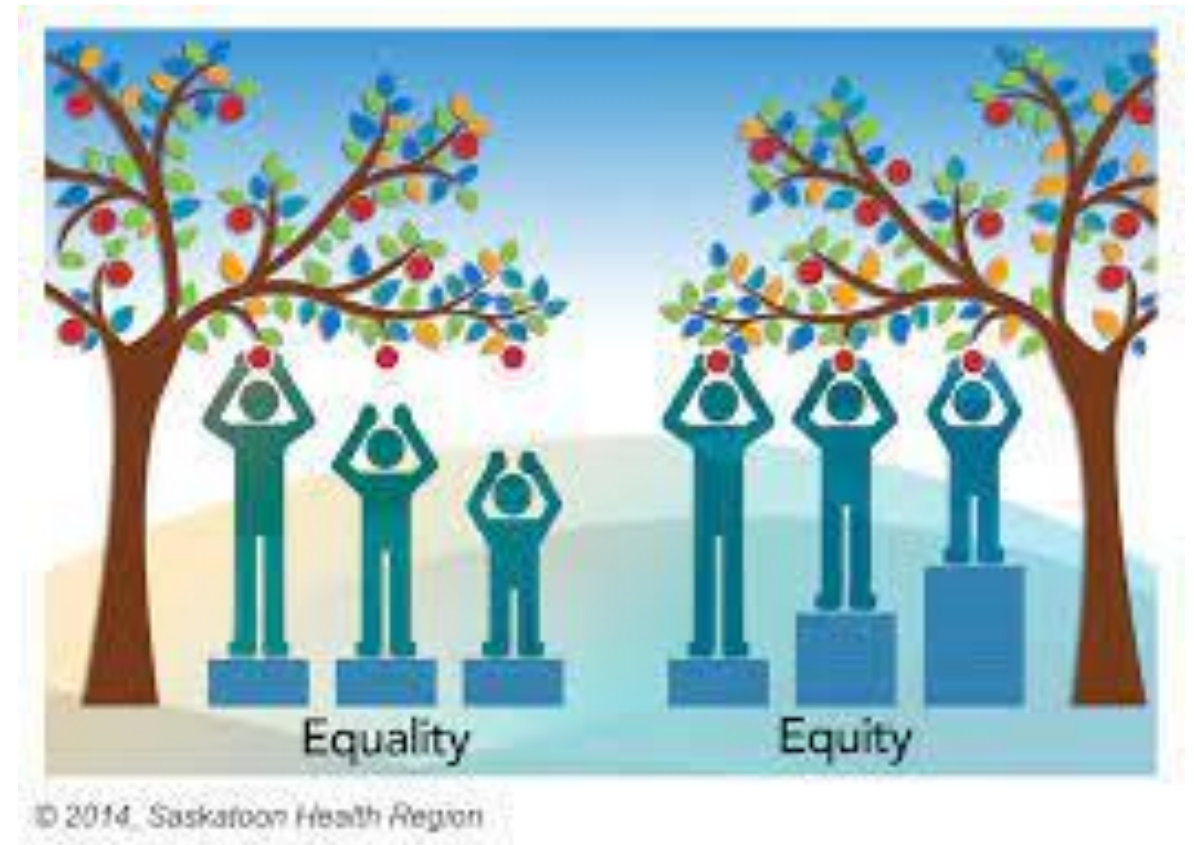
# INTERCULTURAL COMPETENCE AND GLOBAL COMPETENCE

## What is the difference?

# Global competence

- Global Competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (PISA, 2018)

# Intercultural competence

- Intercultural Competence is the lifelong process of developing targeted knowledge, skills, and attitudes leading to behaviour and communication that are both effective and appropriate in intercultural interactions (Deardorff, 2006, 2017)

# Intercultural and Global Competence



- Intercultural and global competence (IGC) should be deepen discussed in the 21st century.

- By developing IGC, we can reduce polarization within and between nation states.

- As activism among young people increases, knowing people who are " different from you" will help deter nationalism and help in humanizing different groups.

# UNESCO
# Intercultural Competencies Tree



The Intercultural Competences Tree, a visual conceptualization
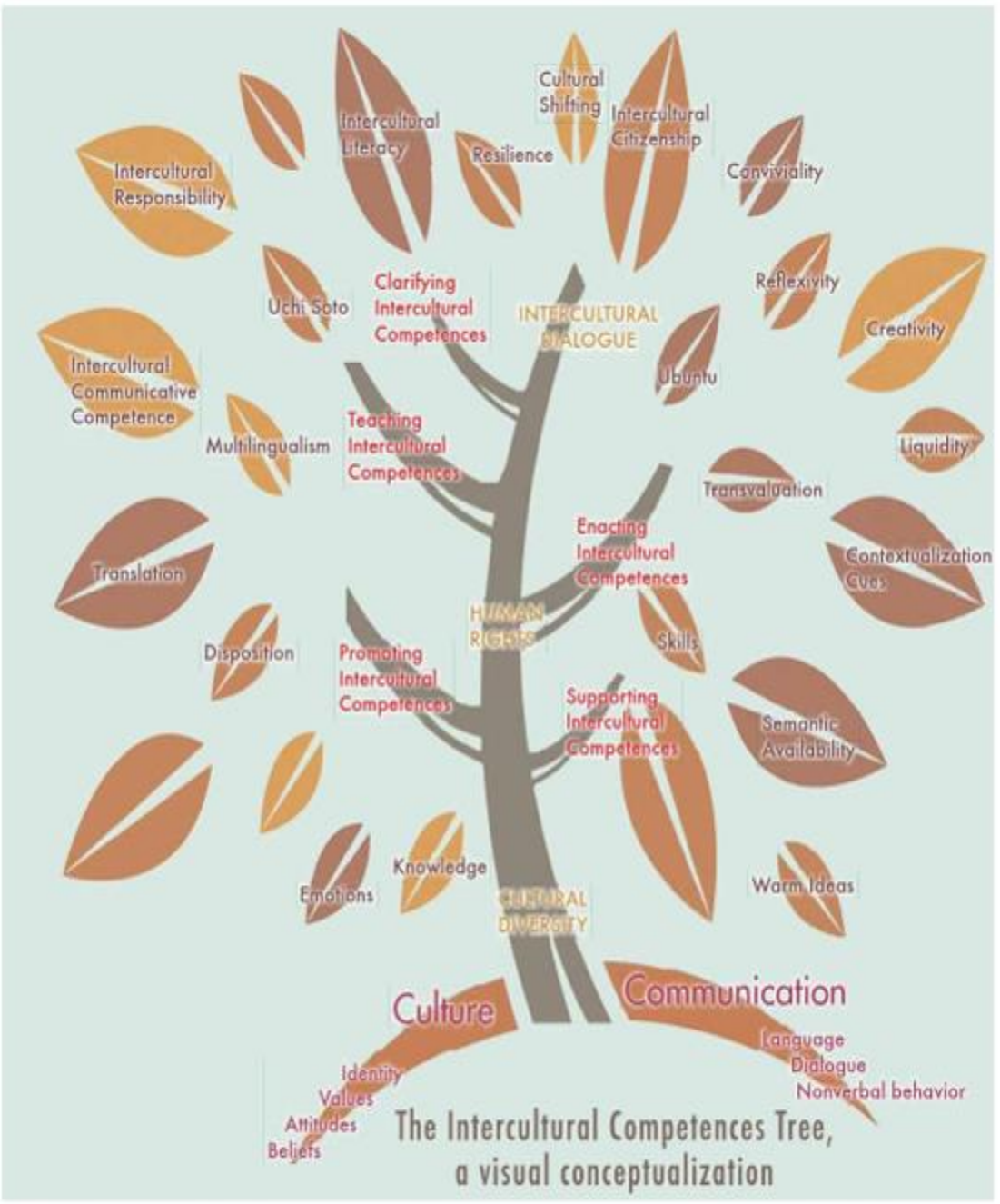
**Roots:** Culture (Identity, Values, Attitudes, Beliefs, etc.) and Communication (Language, Dialogue, Nonverbal behavior, etc.)

**Trunk:** Cultural Diversity, Human Rights, Intercultural Dialogue

**Branches:** Operational steps (Clarifying, Teaching, Promoting, Supporting and Enacting Intercultural Competences)

**Leaves:** Intercultural Responsibility, Intercultural Literacy, Resilience, Cultural Shifting, Intercultural Citizenship, Conviviality, Reflexivity, Creativity, Liquidity, Contextualization Cues, Transvaluation, Ubuntu, Semantic Availability, Warm Ideas, Skills, Uchi Soto, Multilingualism, Disposition, Emotions, Knowledge, Translation, Intercultural Communicative Competence. Some of the leaves have been left free so that this Tree which is very much alive, can be complemented upon the rich diversity of contexts available worldwide.

18

# *UNESCO STORY CIRCLE PILOT PROGRAMS*

Click on locator to read
UNESCO Press Release

# Volume VI: Are Students Ready to Thrive in Global Societies? 2020

- It examines students' ability to consider local, global and intercultural issues, understand and appreciate different perspectives and world views, interact respectfully with others, and take responsible action towards sustainability and collective well-being.

- It does so through both an assessment completed by students and questionnaires completed by students and school principals.
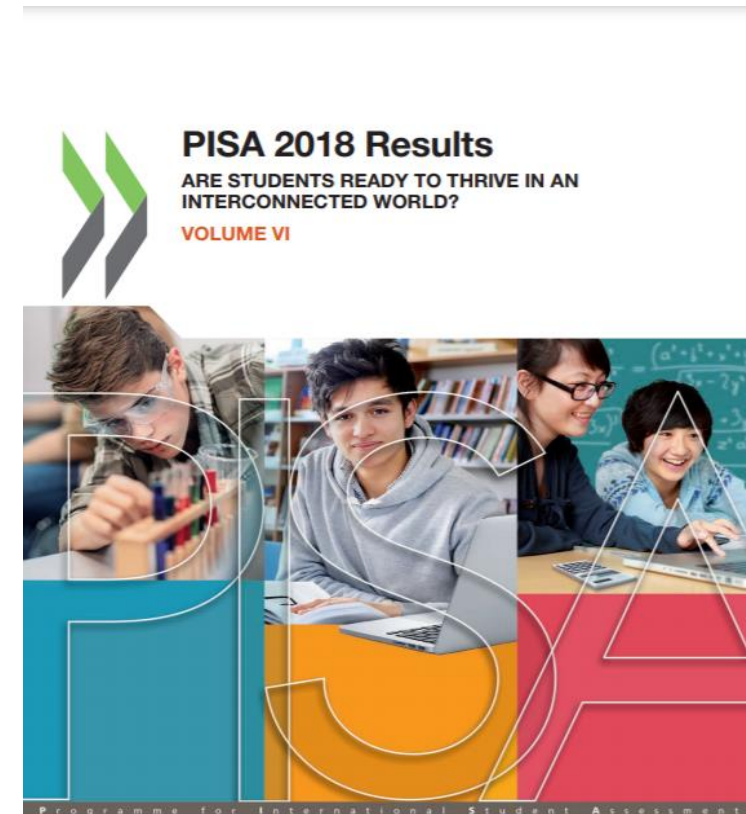
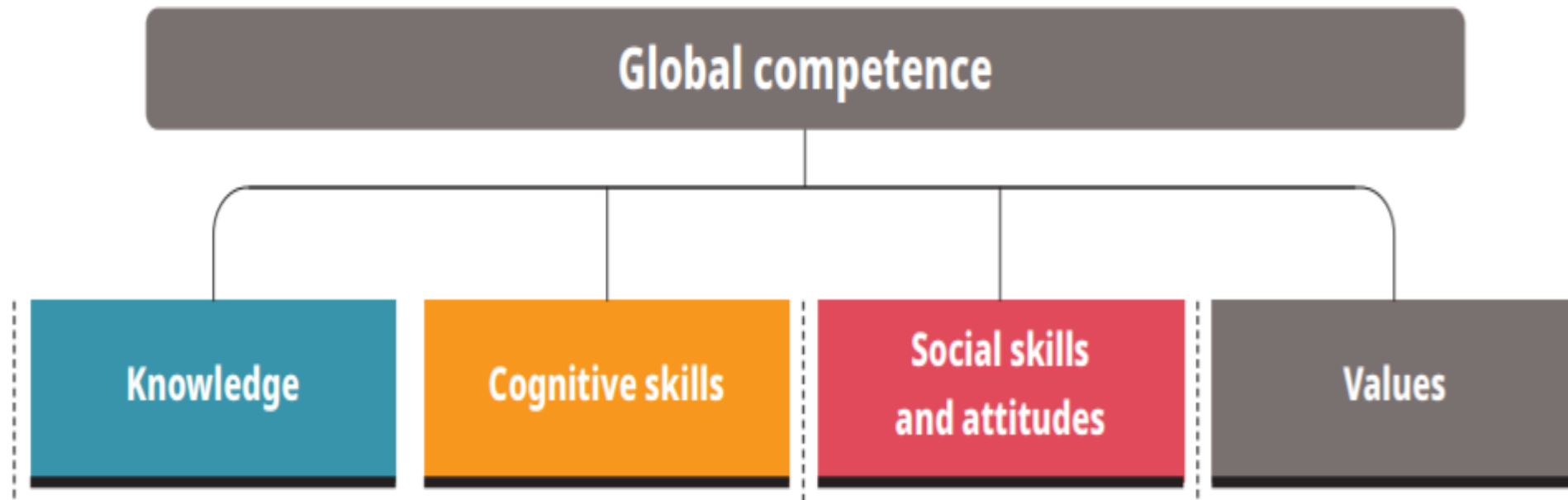# WHY DO STUDENTS NEED SPECIFIC INTERCULTURAL AND GLOBAL SKILLS?

- To live harmoniously in multicultural societies.

- To thrive in a changing labour market.

- To use media platforms effectively and responsibly.

- To support the Sustainable Development Goals.

# The PISA strategy for assessing global competence

# ACTIVITIES THAT MAY PROMOTE GLOBAL COMPETENCE - Three types

1. Actions based on intergroup contact

2. Actions based on pedagogic approaches and

3. Actions based on institutional policies (Barrett, 2018)

# 1. Actions based on intergroup contact

- Contact should take place between people who perceive themselves as equals (e.g. students, adolescents).

- Contact should take place regularly over an extended period of time.

- Contact should involve co-operation on joint activities or projects.

- Contact should be adopted as a systematic policy backed explicitly by authorities (e.g. schools, education authorities, social institutions).
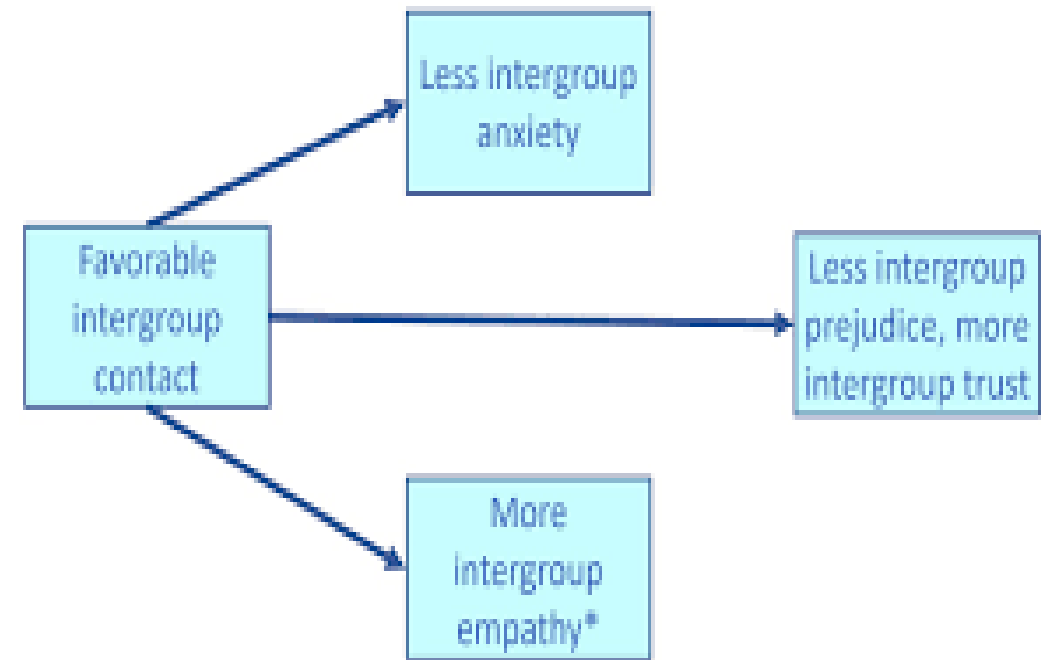


Pettigrew & Tropp (2008) How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. EJSP. Hodson, G., & Hewstone, M. (Eds.) (2013). Advances in intergroup contact. London, UK: Psychology Press

24

# Examples of actions based on intergroup contact



- Study-abroad programmes could lead to greater intercultural competence, less anxiety when dealing with unfamiliar situations and more friendships with people from other cultures

- Virtual contact - new technologies bring intercultural interactions to every home

- Partnerships between schools and organisations, individuals and their local communities
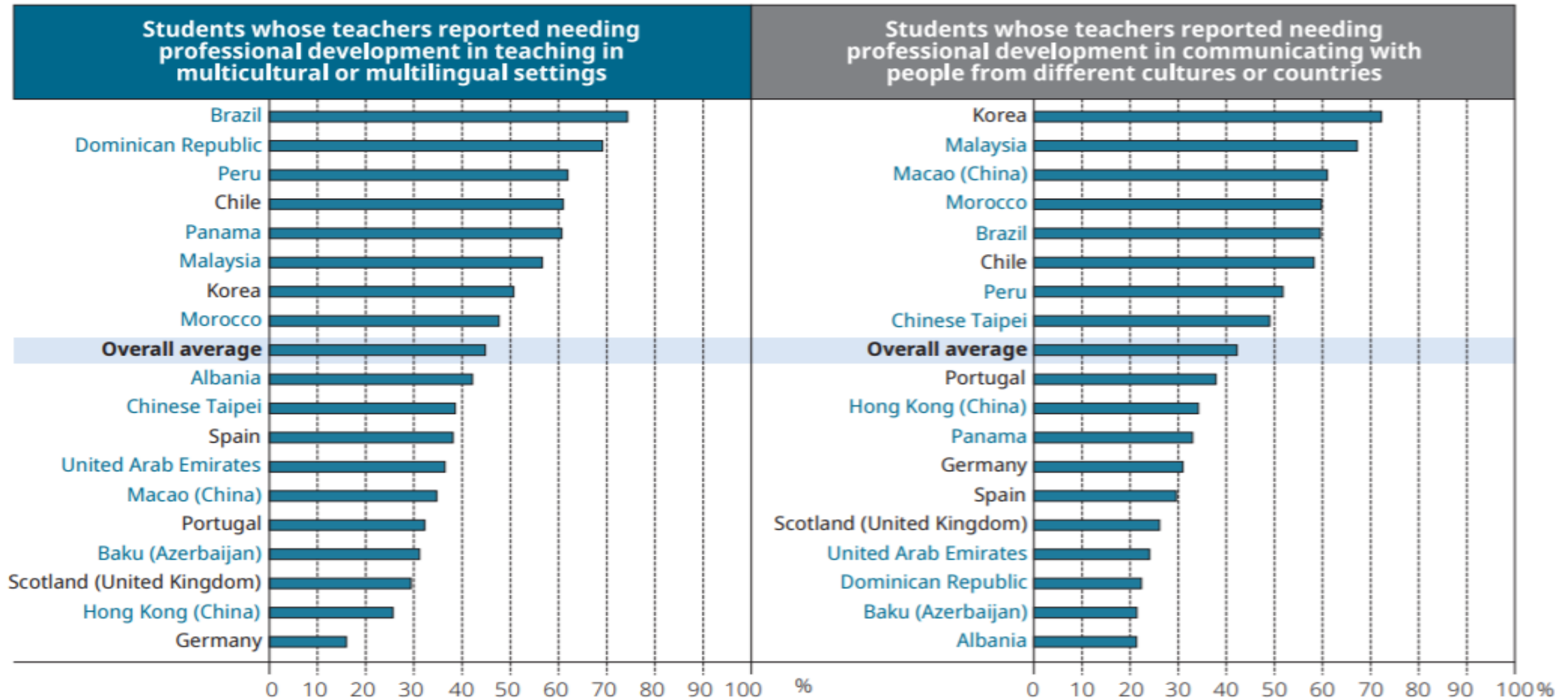
# 2. Actions based on pedagogic approaches

- **Co-operative learning** involves students working together in pairs or in groups on tasks that involve global issues.

- **Project-based learning**, in which students have to deal with real-world situations.

- **Role playing and simulations**, where students experience what it is like to be different, marginalised or excluded.

# Figure VI.7.15 Teachers' need for professional development in teaching diverse classes

Based on teachers' reports



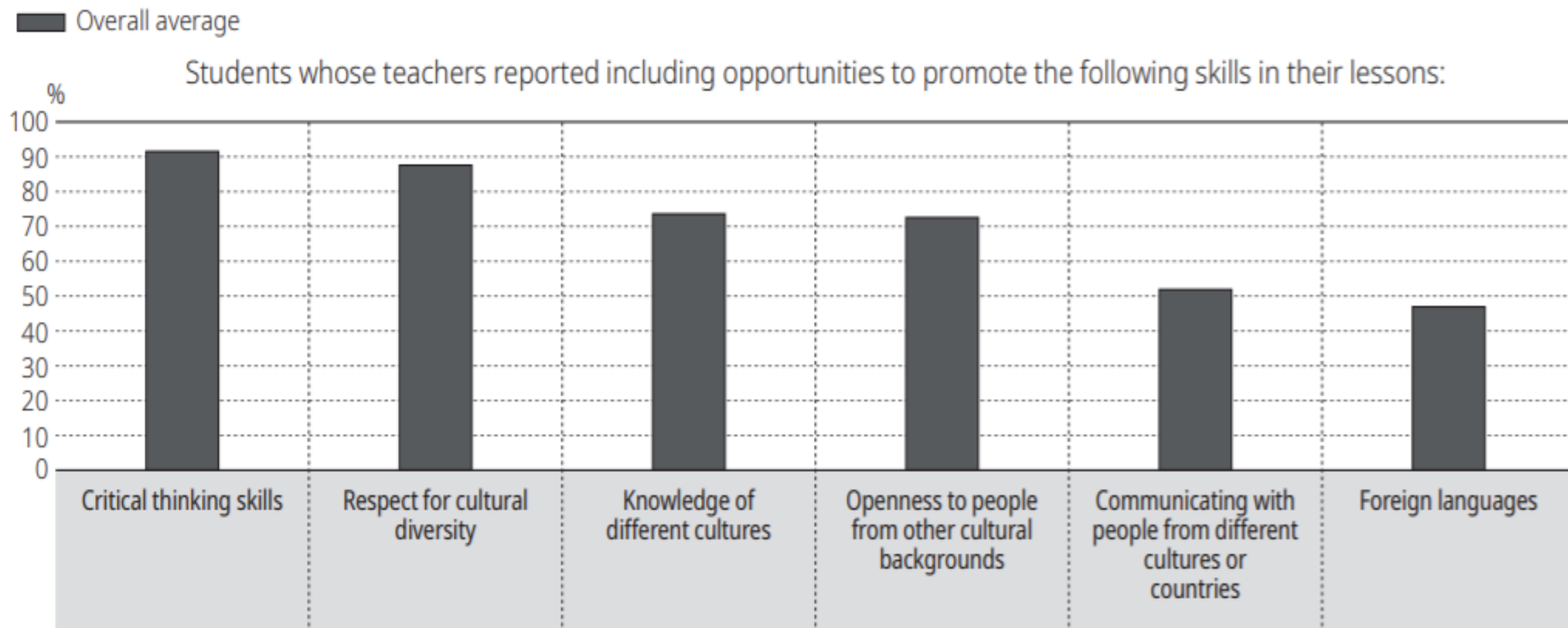| Students whose teachers reported needing professional development in teaching in multicultural or multilingual settings | Students whose teachers reported needing professional development in communicating with people from different cultures or countries |
|---|---|
| Brazil | Korea |
| Dominican Republic | Malaysia |
| Peru | Macao (China) |
| Chile | Morocco |
| Panama | Brazil |
| Malaysia | Chile |
| Korea | Peru |
| Morocco | Chinese Taipei |
| **Overall average** | **Overall average** |
| Albania | Portugal |
| Chinese Taipei | Hong Kong (China) |
| Spain | Panama |
| United Arab Emirates | Germany |
| Macao (China) | Spain |
| Portugal | Scotland (United Kingdom) |
| Baku (Azerbaijan) | United Arab Emirates |
| Scotland (United Kingdom) | Dominican Republic |
| Hong Kong (China) | Baku (Azerbaijan) |
| Germany | Albania |

Countries and economies are listed in descending order of the percentage of students in schools whose teachers reported needing professional development in the area.

**Source**: OECD, PISA 2018 Database, Table VI.B1.7.15.

27

# Figure VI.7.16  **Incorporating intercultural skills into school lessons**

## Based on teachers' reports, overall average

■ Overall average

Students whose teachers reported including opportunities to promote the following skills in their lessons:



*Items are ranked in descending order of the percentage of students whose teachers reported that those skills are covered in lessons.*

**Source**: OECD, PISA 2018 Database, Table VI.B1.7.16.

# 3. Actions based on institutional policies

- Culturally sensitive and inclusive curriculum is an effective way of promoting intercultural and global education.

- Diversity and intercultural understanding could be integrated into every aspect of school life through a whole-school approach.

# HOW SHOULD
## WHAT WE LEARN, HOW WE LEARN, AND WHERE WE LEARN
## CHANGE IN THE FUTURE?

# What do we learn? What do we teach?



- What students learn and the provenance of curricula content needs reevaluation.

- Eurocentric curricula content should be revised to include decolonial narratives and cultural diversity, namely to reflect and respect the true and diverse nature of the world.

# Faculty capacity building



- To achieve diversity in curricula, teachers need to be trained in diversity, equity, and inclusion.

- This training will be relevant in teaching culturally diverse groups.

# "Five Is" should define student learning outcomes:

Integration

Interculturalism

Inclusivity

Innovation

Interconnectedness
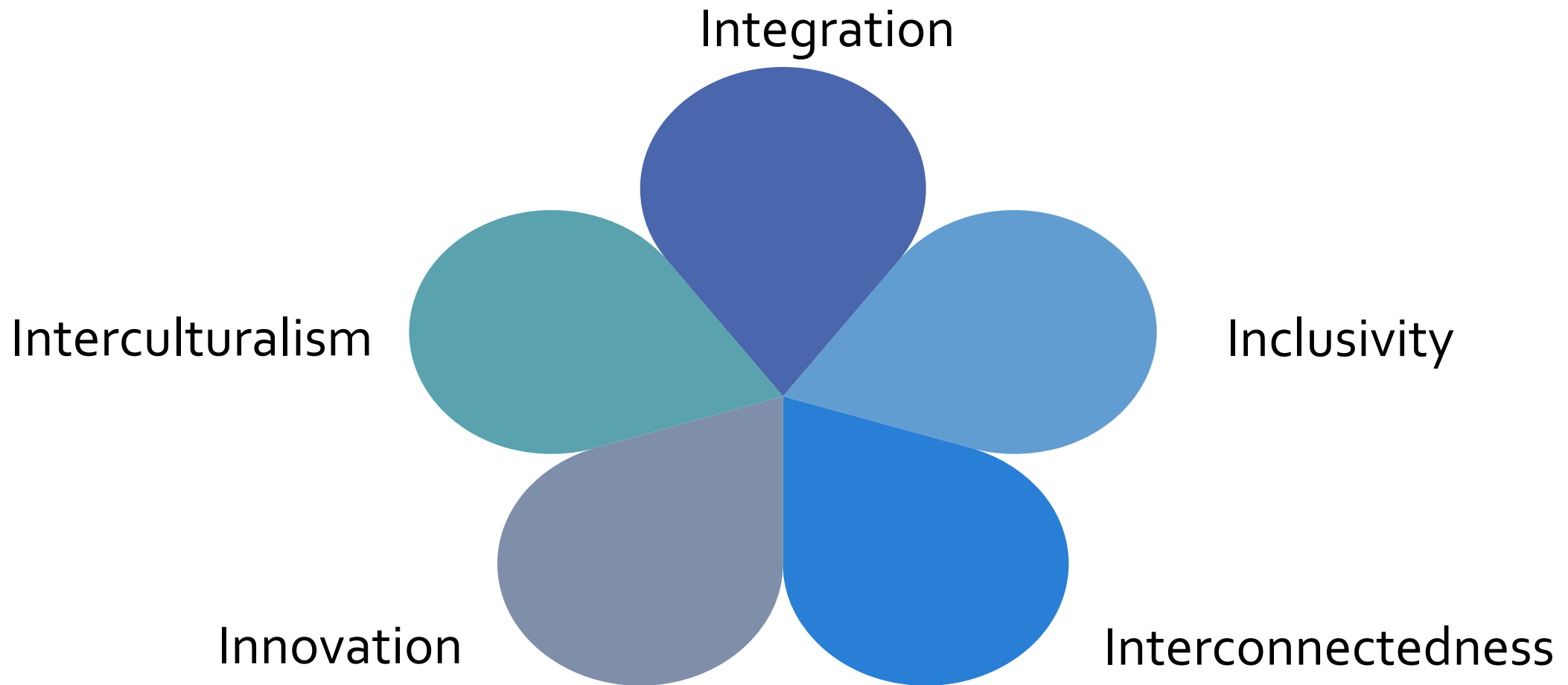
# How do we learn? (some conclusions)

- The global health pandemic has led us to reflect on how we learn.

- We currently lack global collaboration.

- Future education programs should train learners on global collaboration.

- We need to move towards more information sharing, first to broaden knowledge and second because open access to information has the potential to assist in solving tomorrow's challenges

# FUTURE COLLABORATORS SHOULD STAND AT PAR WITH EACH OTHER TO ENSURE EQUITY BETWEEN COLLABORATORS FROM THE GLOBAL NORTH AND COLLABORATORS FROM THE GLOBAL SOUTH.

Futures of Education: Learning to Become Initiative

# Collective Purpose of Futures of Education 2050



Futures of Education
LEARNING TO BECOME

- Educational outcomes for students in the future must focus on developing multiple skill sets, including critical thinking, creativity and flexibility. In addition, academic training must be more practical in nature.
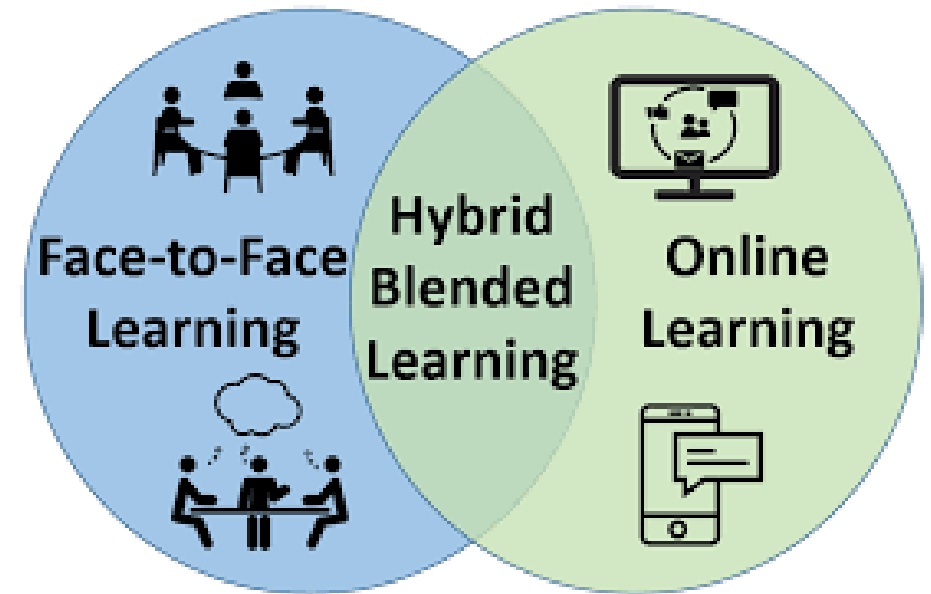
# Futures of education 2050

- In an interconnected world order ICG must be included in curricula to prepare students for direct interactions with diverse cultures.

- ICG will also facilitate collaboration within and across cultures.

- Students should have requisite skill sets to identify as citizens of the world so they will be better able to engage with all parts of the world.

- This will require skills that allow students to work creatively within global teams and with diverse members.

# Role of Intercultural and Global Competence in 2050 - IaH

- *In order to succeed in embedding IGC in curricula, it is important to utilize IGC as a frame through which to develop curricula which would go beyond knowledge to include key intercultural skills and attitudes, as well as multiple perspectives.*

# Hybrid Internationalization

- Hybrid internationalization combines face-to-face and remote practices through the use of digital tools.



Face-to-Face Learning | Hybrid Blended Learning | Online Learning

# WHAT NOW??

# University World News

THE GLOBAL WINDOW ON HIGHER EDUCATION

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**LATIN AMERICA**

# Why Latin America needs world-class universities

**Philip G Altbach and Jamil Salmi**  06 March 2021

in Share    Tweet    Compartilhar 6

Latin America (along with Africa) is the continent with the fewest top quality research-intensive universities. No Latin American university is found in the top 100 of global university rankings and relatively few Latin American scholars and scientists are among the most highly cited academics.

**NAFSA 2021**
**ANNUAL CONFERENCE & EXPO**
**ALL-VIRTUAL ○ JUNE 1-4**

**The Transformational Event for International Educators**

https://www.universityworldnews.com/post.php?story=20210301134018781

# "What the hell is quality?"

- Ball, C. (1985). What the hell is quality? In C. Ball & D. Urwin (Eds.), Fitness for purpose: Essays in higher education (pp. 96-102). Guildford: Society for Research into Higher Education & NFER-Nelson.

**Quality**

Degree of excellence or w
the standard of something
superiority, high grade, o
essential characteristic of

# Defining quality assessment some consensus

- Defining quality continues to be difficult.

- There are many significant challenges to defining quality.

- Quality means different things to different people.

- Quality is a multidimensional concept.

- Quality is not a static but rather a dynamic, ever-changing pursuit of excellence.

- Quality must be considered in the context of the larger educational, economic, political, and social landscape.

- There is a wide variety of interpretations depending upon the views of different stakeholders.

# Whose quality?
# Different groups of stakeholders

- Providers (e.g., funding bodies and the community, taxpayers)

- Users of products (e.g., students)

- Users of outputs (e.g., employers, entrepreneurs)

- Employees of the sector (e.g., academics and administrators, Teaching and non-teaching staff)

- Government and its funding agencies (e.g, CAPES)

- Accreditors, Validators, Auditors

(Burrows and Harvey, 1992, Srikanthan & Dalrymple, 2003; Schindler, 2015)

*Figure 1*. Conceptual model of quality depicting broad and specific strategies for defining quality.

Harvey, L. & Green, D. (1993)

# The Challenge
## Establishing World-Class Universities

- The term "world-class university" has become a catch phrase.

- Also called "world-class," "elite," or "flagship" universities.

- Globally competitive universities.

- Not simply for improving the quality of learning and research in tertiary education.

- But also, more important, for developing the capacity to compete in the global tertiary education marketplace through the acquisition, adaptation, and creation of advanced knowledge.

- World-class universities are expected to compete effectively with the best of the best.

Salmi, 2009

**Figure 2.  Characteristics of a World-Class University (WCU): Alignment of Key Factors**
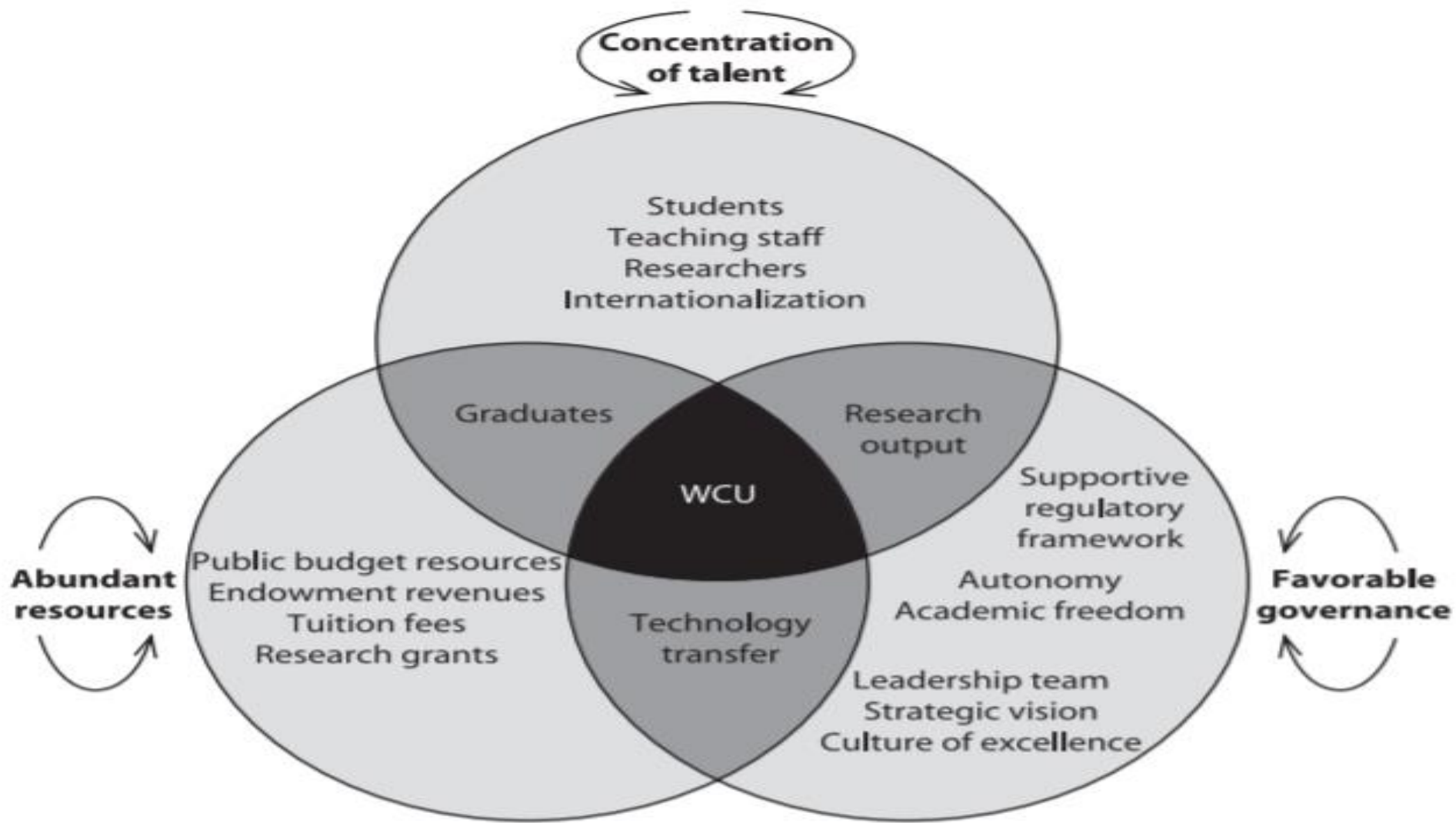


Source: Created by Jamil Salmi.

# Why Latin America needs world-class universities?

- Latin America represents 8.5% of the world population.

- It produces 8.7% of the planet's GDP.

- But its universities account for only 1.6% of the top 500 institutions in the Shanghai ranking.

- And less than 1.5% of the top 400 in the *Times Higher Education* world university ranking.

# Paths to Transformation

## External

- The role of government at the national, state, and provincial levels and the resources that can be made available to enhance the stature of institutions.

## Internal

- The individual institutions themselves and the necessary evolution and steps that they need to take to transform themselves into world-class institutions.

*"The establishment of a world-class university requires, above all, strong leadership, a bold vision of the institution's mission and goals, and a clearly articulated strategic plan to translate the vision into concrete targets and programs".*

*Jamil Salmi*

# World-class universities : some important changes

- Substantial increases in public funding

- A modern governance set-up

- A continuous focus on national service and the Sustainable Development Goals

- Internationalization

https://www.universityworldnews.com/post.php?story=20210301134018781

# Internationalization

- Latin American universities generally lag behind their global peers in international connections, collaborative scholarship and research and mobility.

- All aspects of internationalization are important, including increased attention to the use of English for international mobility and collaborative research, as long as it remains the main medium of global science and scholarship.

(Altbach & Salmi, 2021)

# The big change - focus

**Quality Assessment**

**What do we evaluate?**

**What do we do with what we have evaluated?**

**Assessment Results**

Brazilian student works online. Photo: iStock

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BRAZIL

# International virtual education needs greater support

**Luciane Stallivieri**   23 May 2020

in Share    🐦 Tweet    f Compartilhar 1

One of the main responses to the COVID-19 lockdowns has been the migration of higher education internationalisation from face-to-face environments to digital environments. That is, the virtualisation of internationalisation. One of the already established models is the use of 'Virtual Exchange', a name used to designate educational programmes that use technology to allow geographically separated people to interact, communicate and develop global skills.

From face-to-face environments

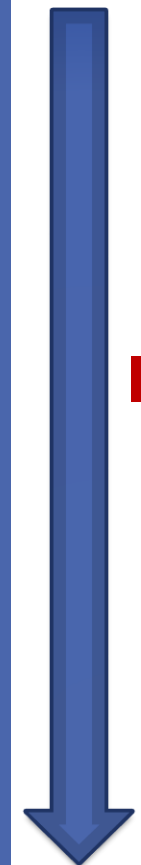Virtual Internationalization

To digital environments

Internationalization of Higher Education

Comprehensive Internationalization

Internationalization of Curriculum

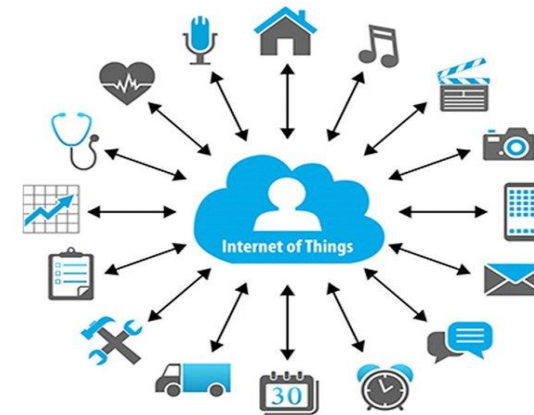Internationalization Abroad

Internationalization at Home

Source: STALLIVIERI & VIANNA, 2020.

55

# Knowledge Society



Digital transformation

# Global Scenario



**Internet das Coisas**

**Big Data**

**Machine learning**

**High connectivity**

**Quarta Revolução Indústria 4.0**

(Schwab, 2016)

# Silent revolution!!

Society 5.0

Super Smart Society

Invention of a computer
Start of distribution of
information

Information Society

Invention of a steam
locomotive
Start of mass production

Industrial Society

Development of irrigation
techniques
Firm establishment of
settlement

Agrarian Society

Coexistence
with nature

Hunting Society

The birth of human beings | 13000 BC | End of 18th century | End of 20th century | From 21st century

# 5.0 Society



- Puts the world in our favor.

- Reposition the technologies we create for our own benefit.

- It aims to improve the quality of life.

- Big Data, Artificial Intelligence and Internet of Things (IoT) are used to create solutions focused on human needs.

# 5.0 Society

- Position the human being at the center of innovation and technological transformation.

- The new era of Society 5.0 is about understanding that everything in the future will be connected and that society will have to be adaptable.

- Convergence of all technologies with the aim of making life easier for human beings.

*Society 5.0 "intends to position the human being at the center of innovation and technological transformation".*

*Yoko Ishikura* , Consultora independente do Fórum Económico Mundial, 2017.

Life experience is priceless.

Amanda Seyfried

What is Society 5.0 asking for ???

# New demands for the global professional

- Remote co-creation capability
- Organizational synchronization
- Domain of languages
- Analysis of complex systems
- International directive leadership
- Global competency development
- Traffic in multicultural environments

# And the role of universities?

- Develop global human capital.
- Develop global intellectual capit...
- Produce global knowledge.
- Disseminate knowledge worldwide.

# Scenarios and conjunctures

# Two major fronts: Academic and Administrative

SYSTEMATIC VISION OF INTERNATIONALIZATION

Six dimensions

TECNOLÓGICA
Plataformas, ferramentas, suporte tecnológico.

POLÍTICA
Internacionalização é intencional.

ESTRUTURAL
Condições básicas para Cooperação Internacional.

Instituições de Ensino Superior

CULTURAL
Internacionalização é um comportamento.

ESTRATÉGICA
Diretrizes, objetivos, metas, indicadores, avaliação.

HUMANA
Competências interculturais ou global competences.

69

O'Dowed, 2016.

Basic requirements needed for Virtual Internationalization

Stallivieri, 2020.
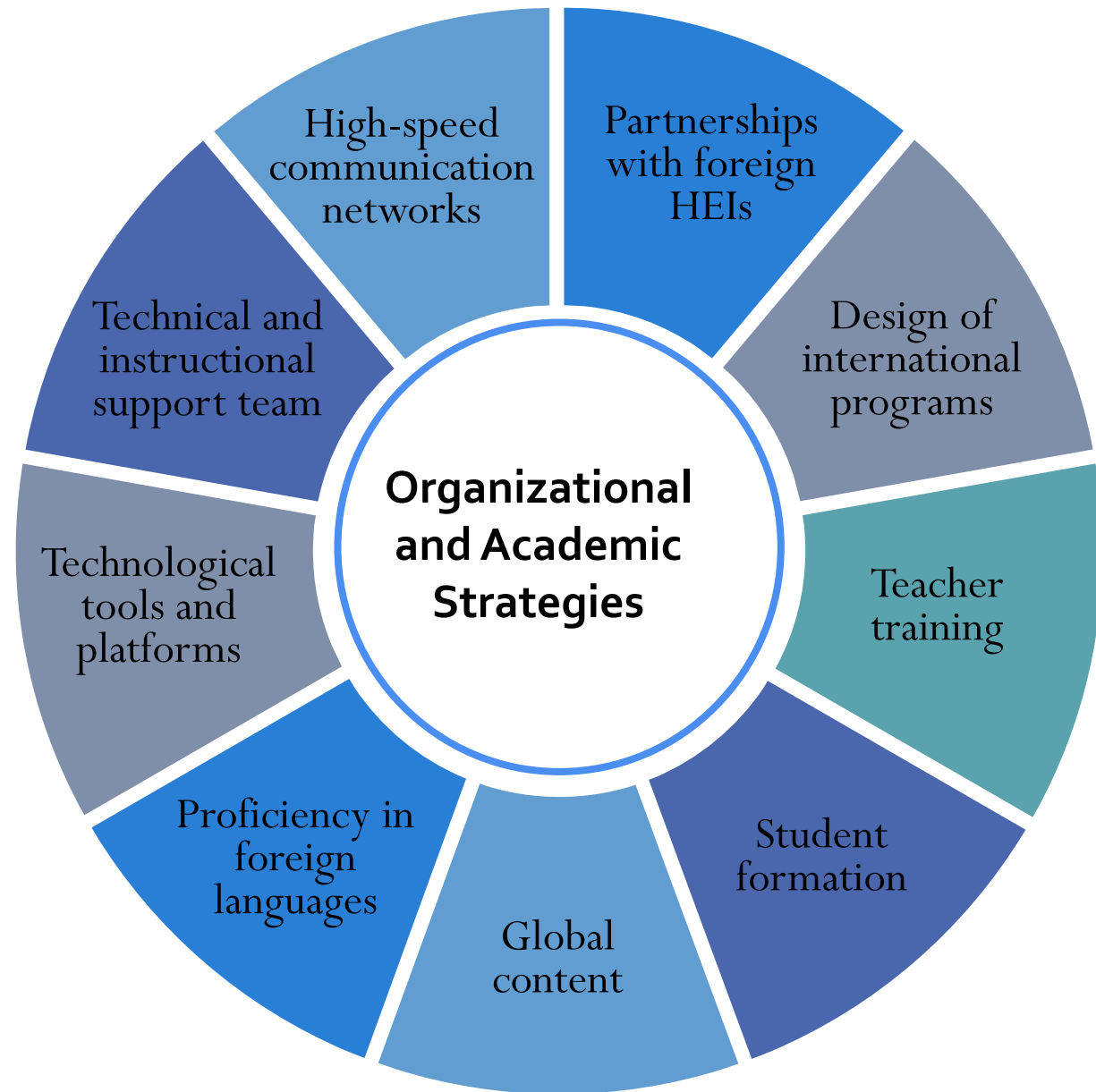
Challenges for virtual internationalization

PRESENTIAL ENVIRONMENTS

DIGITAL DISTANCE

LINGUISTIC ISOLATION

INTERCULTURAL ISOLATION

VIRTUAL ENVIRONMENTS

Source: STALLIVIERI, 2020
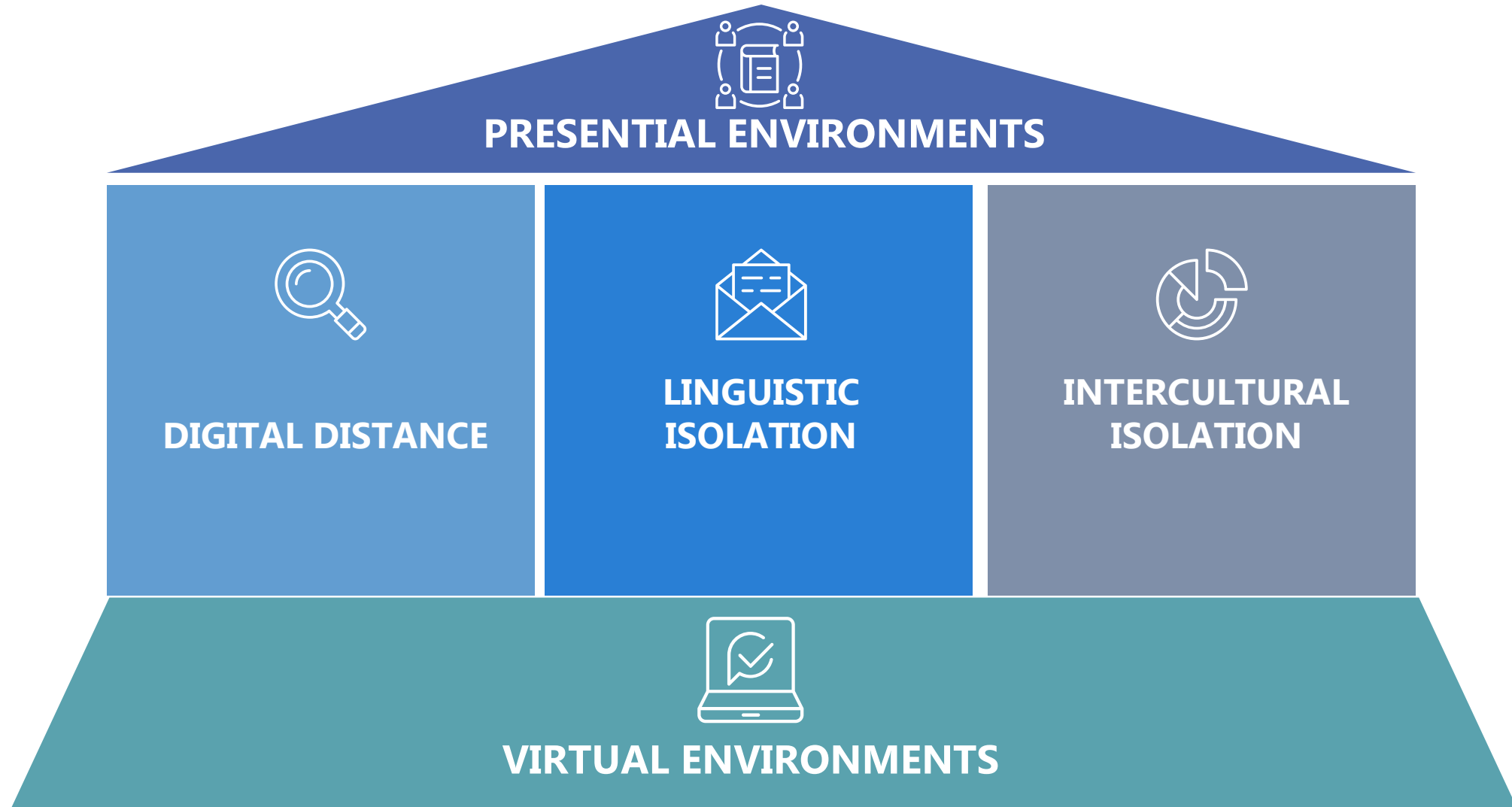
# Key-elements for Internationalization



Planning

Policies

People

Processes

Praxis

Products

# Proposals for managers !!!

- Break with the comfort zone.
- Focus on management tools.
- Optimize learning outcomes.
- Systematize knowledge.
- Prioritize skills development!

Where the magic happens

Your comfort zone

# A ZONA DE CONFORTO

Encontra o propósito

Lida com desafios e problemas

Vive o seu sonho

Falta de auto confiança

**ZONA DE CONFORTO**

**ZONA DE MEDO**

**ZONA DE APRENDIZADO**

**ZONA DE CRESCIMENTO**

Sente-se seguro e no controle

Encontra desculpas

Adquire novas habilidades

Define novos objetivos

É afetado pela opinião dos outros

Expande a zona de conforto

Conquista objetivos

Stallivieri, 2020.
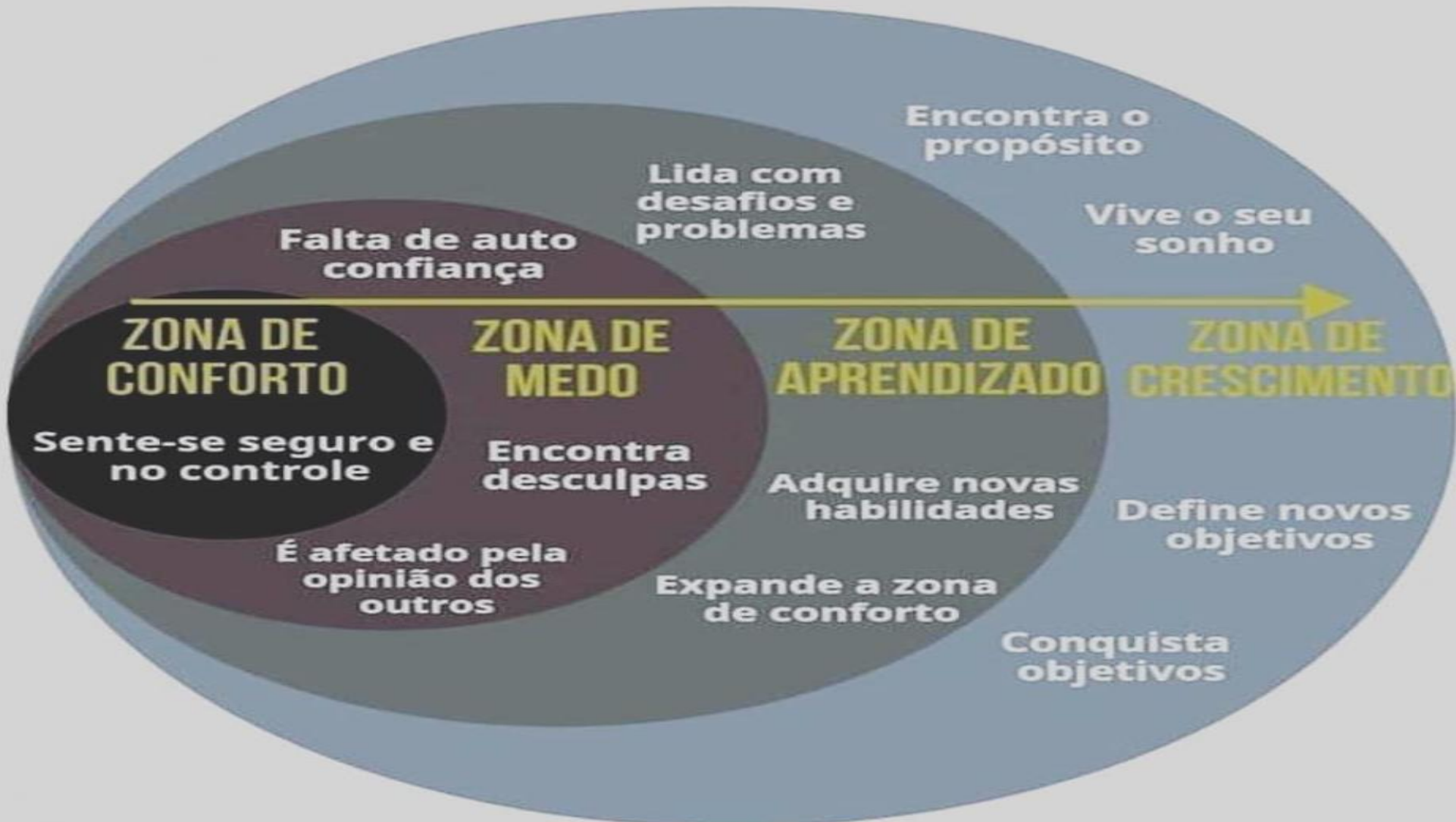
# Knowledge Society

- A knowledge society generates, shares and makes available to all members of society knowledge that can be used to improve the human condition.

- A knowledge society differs from an information society in that the former serves to transform information into resources that allow society to take effective action, while the latter merely creates and disseminates raw data.



https://en.wikipedia.org/wiki/Knowledge_society

**Information**

**Wisdom**

**Data**

**Knowledge**

What is the difference?

# When I have to decide …

Based on data …

Based on information …

Based on knowledge ..

Based on wisdom …

# More questions…



- What do we do with all the knowledge resulting from international activities?

- How do we decide the best activities, the best programs, the best destinations?

- Based on what data do we make our decisions?

- How do we measure inputs, products and especially the results of internationalization?

# Knowledge and Internationalization



- Knowledge must be captured and refined …

- Knowledge must be organized to be useful and usable …

- Knowledge must be shared to create new knowledge.

- Knowledge empowers!

# Importance of knowledge

- International exchange is directly related to the experience and the quality of knowledge, which can generate human capital and intellectual capital of greater value.

(Stallivieri and Vianna, 2019).

# Knowledge society

- Knowledge is considered one of the **greatest sources of competitive advantage** (AMBRECHT et al. 2001), especially at the time when higher education institutions are guided by the assessments of international rankings such as Times Higher Education (THE), Quacquarelli Symonds World University Rankings (QS) among others.

# Knowledge management

- In Universities in particular, knowledge management is one of the relevant resources to be applied to enhance the learning outcomes resulting from the international experience of students and researchers.

- The purpose should be to improve organizational capacity through better use of individual (tacit) knowledge and collective knowledge of the organization (PROBST, 1998 in Sallivieri e Vianna, 2019).

# Online Research

# Streamings
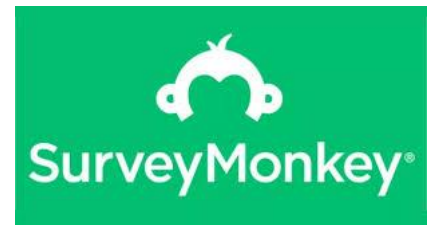
# Meetings platforms
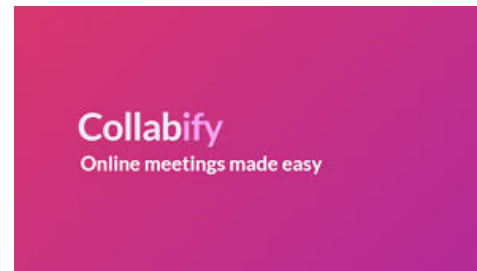
# Webinars e video-aulas

- Stream yard
- Yowi TV
- Ever webinar
- Easy webinar
- Stealth seminar
- Vimeo
- Demio
- Webinar Press

- OBS
- Be Live
- Class on line
- Crowdcast
- Live stream
- Prezi Video
- Blue Jeans
- Smart Meet

# One of my conclusions!!!

Lots of resources !!!
Lack management !!!
Lack of knowledge !!!

# How should we start?

Policies → Plans → Guidelines → Objectives → Goals

# Disruptive internationalization focused on global learning



Disruptive Internationalization

Comprehensive Internationalization

Internationalization at Home

Internationalization of Curriculum

Responsible Internationalization
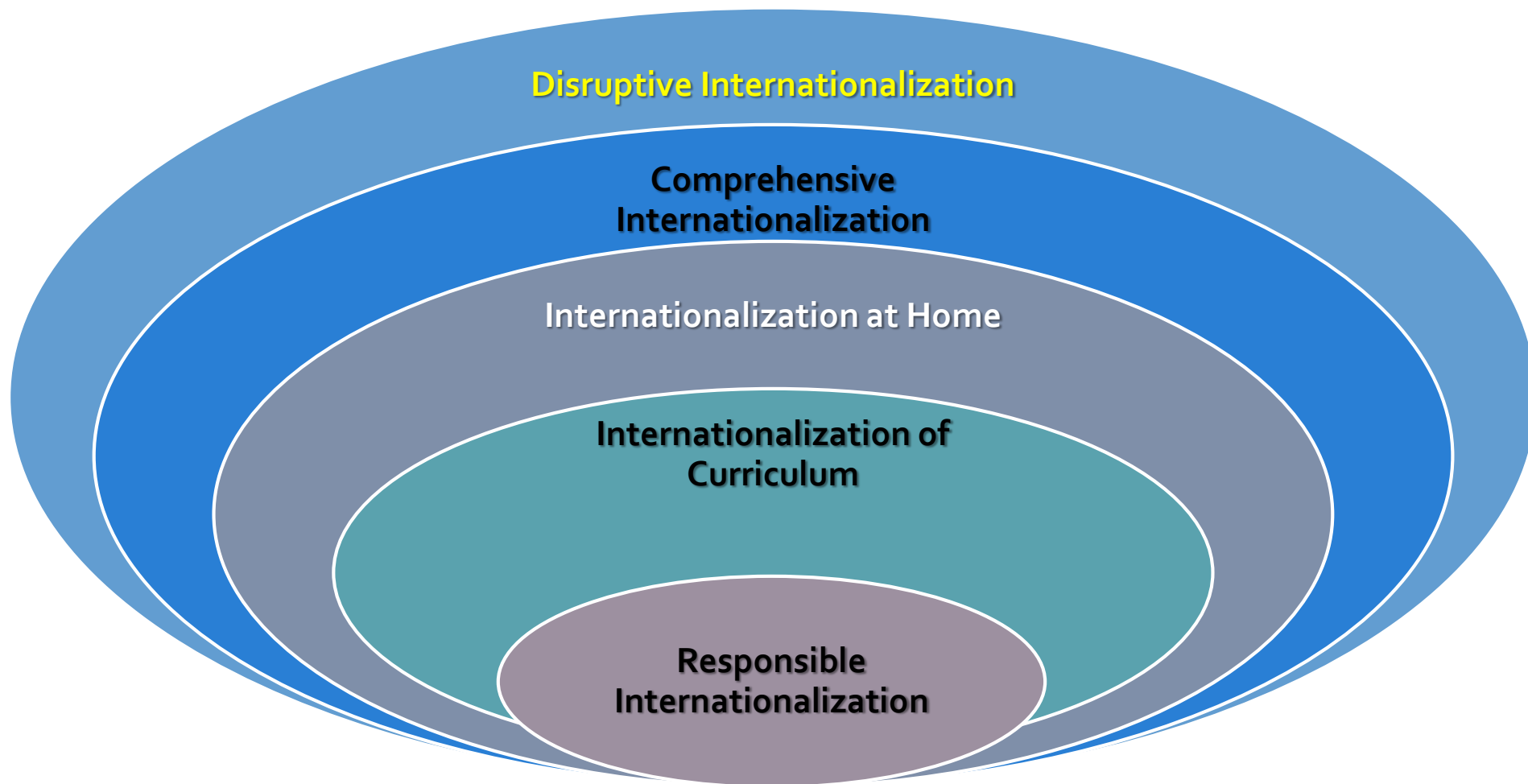
# Disruptive Internationalization

- Do more and do better!
- Maximize learning outcomes.
- Develop internationalization ecosystems.
- Valuing human capital.
- Retain intellectual capital.
- Use management tools.
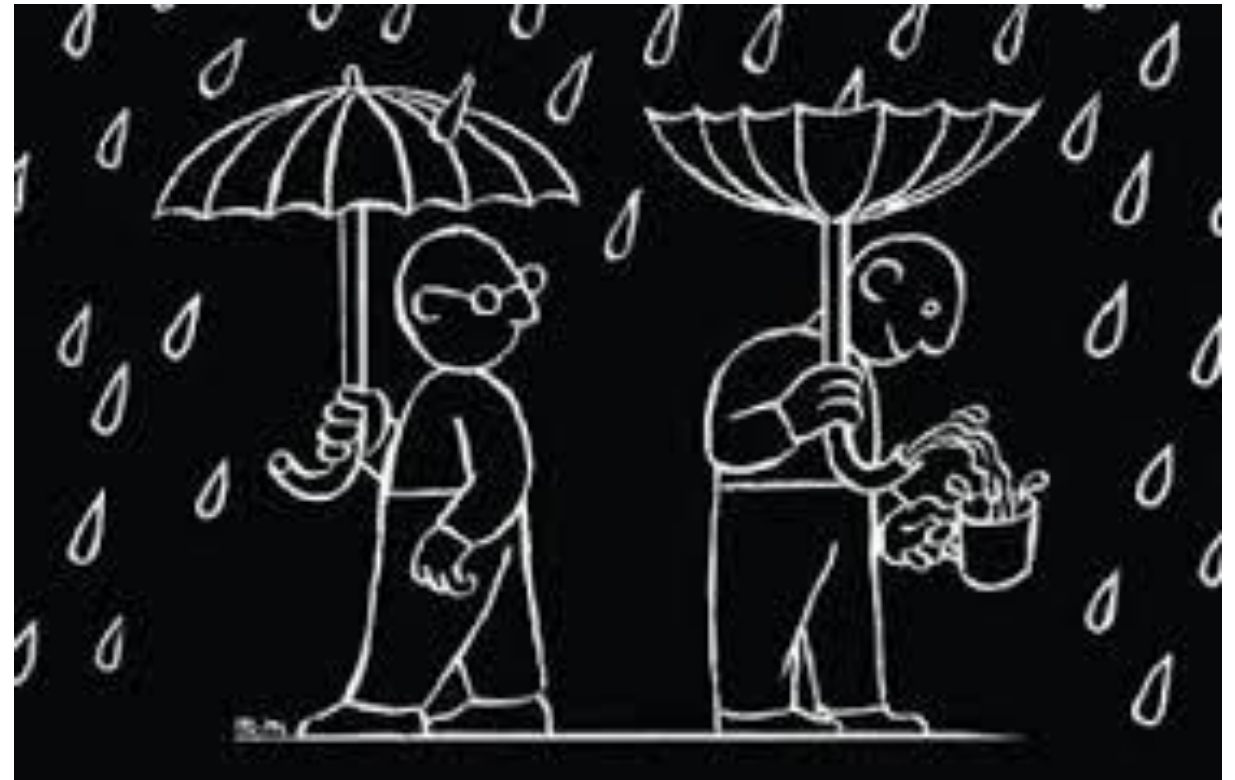
"The knowledge economy is just that: to go beyond the development of knowledge and cognitive skills and to build values and attitudes that facilitate international cooperation, in addition to promoting social transformation. "(COSTA, 2020)
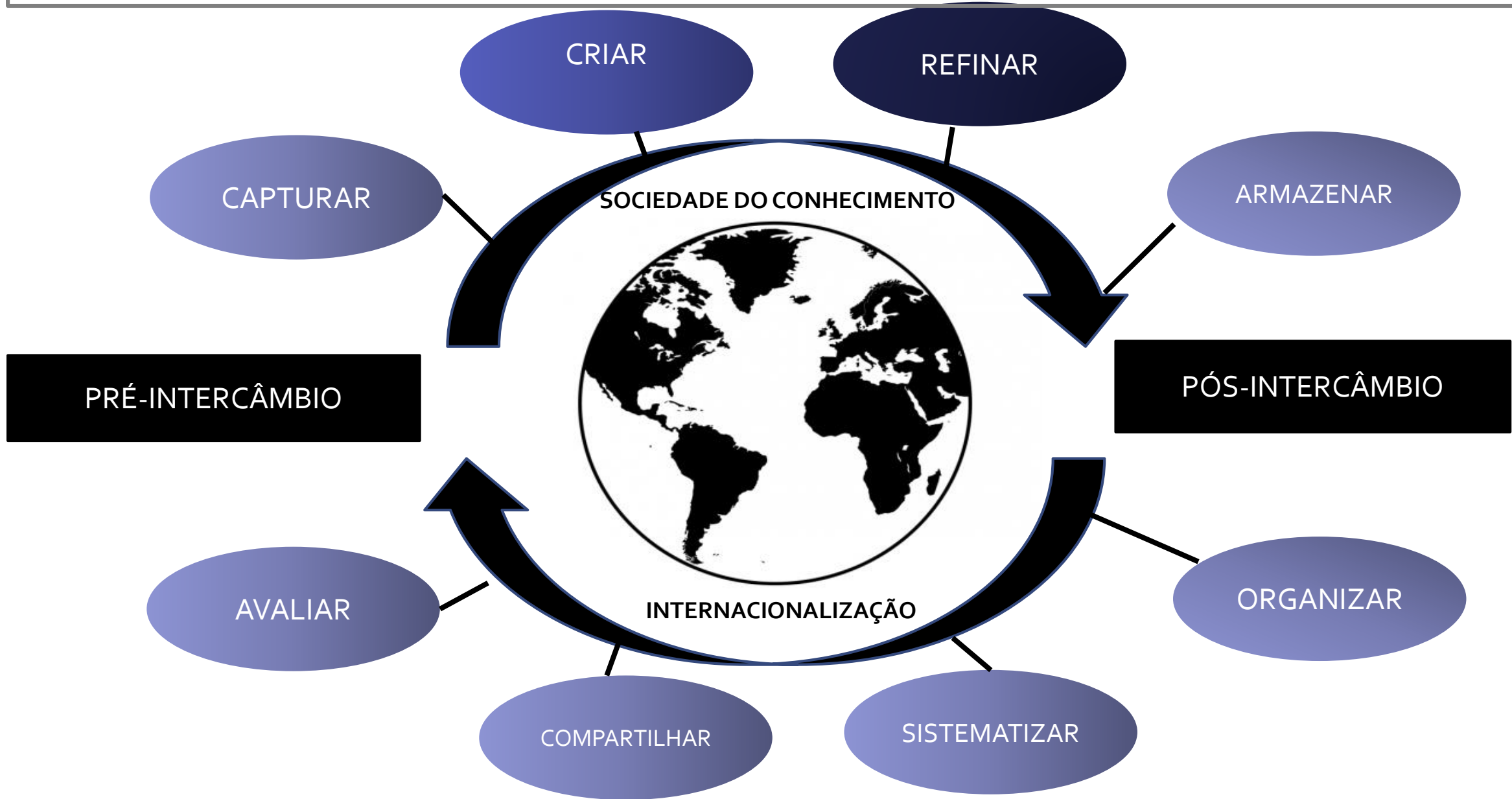
TÉCNICAS DE GESTÃO DO CONHECIMENTO

CRIAR

REFINAR

CAPTURAR

ARMAZENAR

SOCIEDADE DO CONHECIMENTO

PRÉ-INTERCÂMBIO

PÓS-INTERCÂMBIO

INTERNACIONALIZAÇÃO

AVALIAR

ORGANIZAR

COMPARTILHAR

SISTEMATIZAR
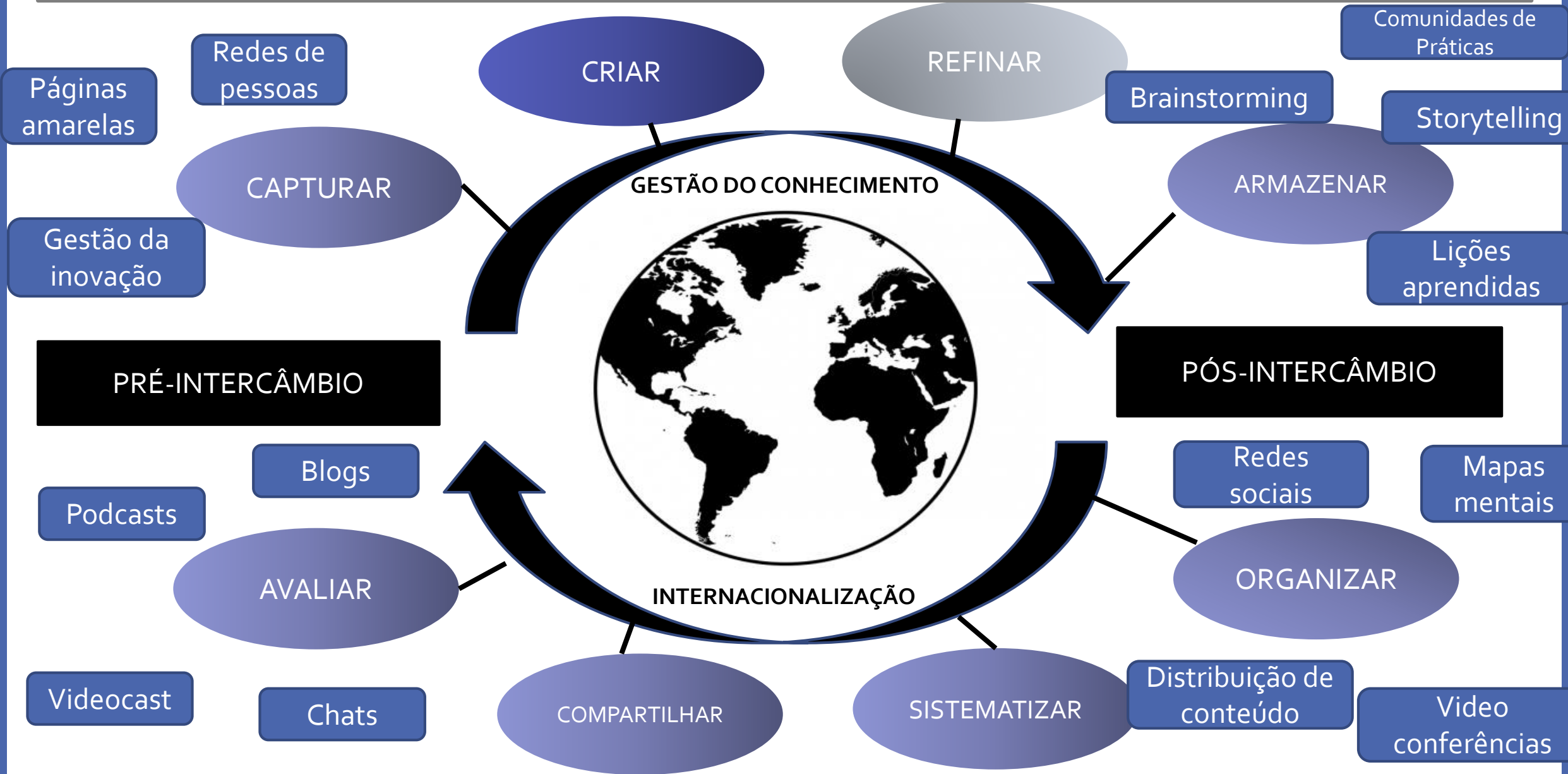
FERRAMENTAS DE GESTÃO DO CONHECIMENTO

Comunidades de Práticas

Redes de pessoas

Páginas amarelas

CRIAR

REFINAR

Brainstorming

Storytelling

CAPTURAR

**GESTÃO DO CONHECIMENTO**

ARMAZENAR

Gestão da inovação

Lições aprendidas

**PRÉ-INTERCÂMBIO**

**PÓS-INTERCÂMBIO**

Blogs

Redes sociais

Mapas mentais

Podcasts

AVALIAR

**INTERNACIONALIZAÇÃO**

ORGANIZAR

Videocast

Chats

COMPARTILHAR

SISTEMATIZAR

Distribuição de conteúdo

Video conferências

# The big change!

**Curriculm**

**What do we teach?**

It provides an academic environment that supports diverse cultural learning needs.

Pluralistic, culturally inclusive environment, respects diversity.

**How do we teach?**

**Pedagogy**

Bond (2006)

# New educational models

**Colearning**

**Cocreation**



**Coworking**

**Coproduction**

Internationalization and conectivism
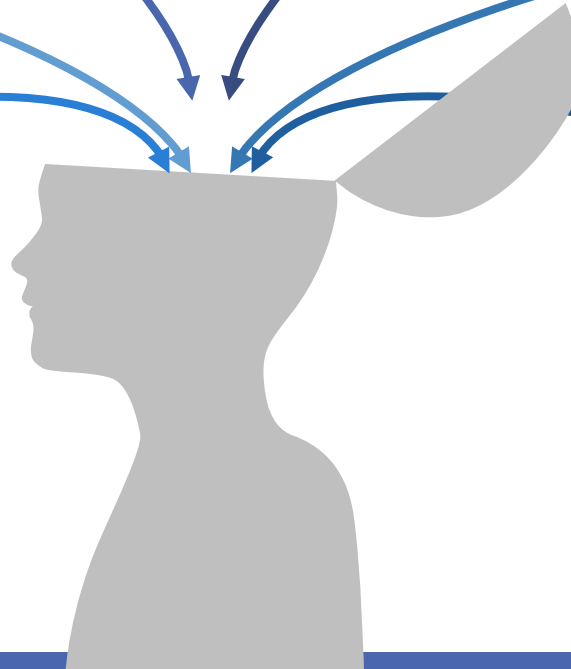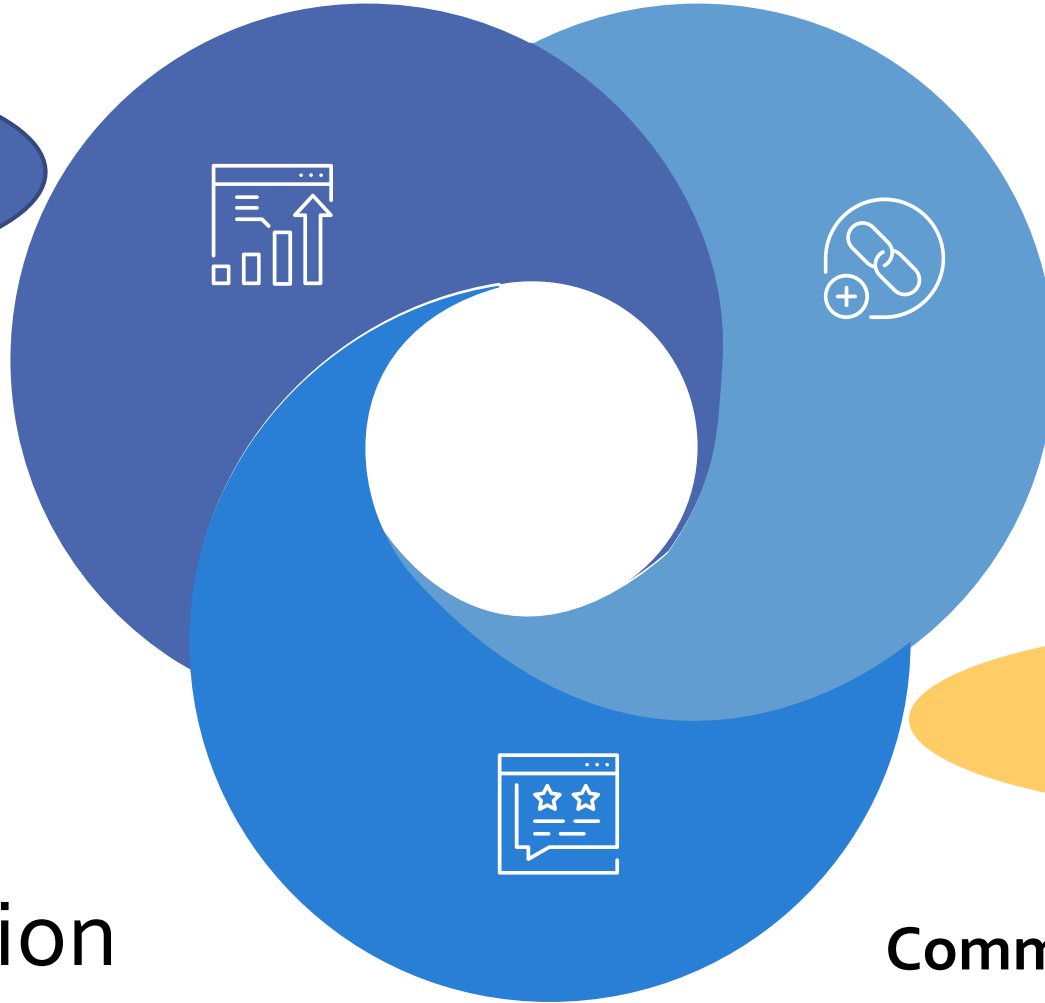
# IMPLEMENTING QUALITY ASSESSMENT CRITERIA

# Knowledge management pyramid

https://www.google.com/search?q=knowledge+pyramid&sxsrf=ALeKkooV6DvFlehjqkWyuGodWkpUkUlZFg:1617816650517&source=lnms&tbm=isch&sa=X&ved=2ahUKE
wjt1o_W1OzvAhWDC9QKHWPDApAQ_AUoAXoECAEQAw&biw=1280&bih=578#imgrc=ydxaksyDCo9UQM
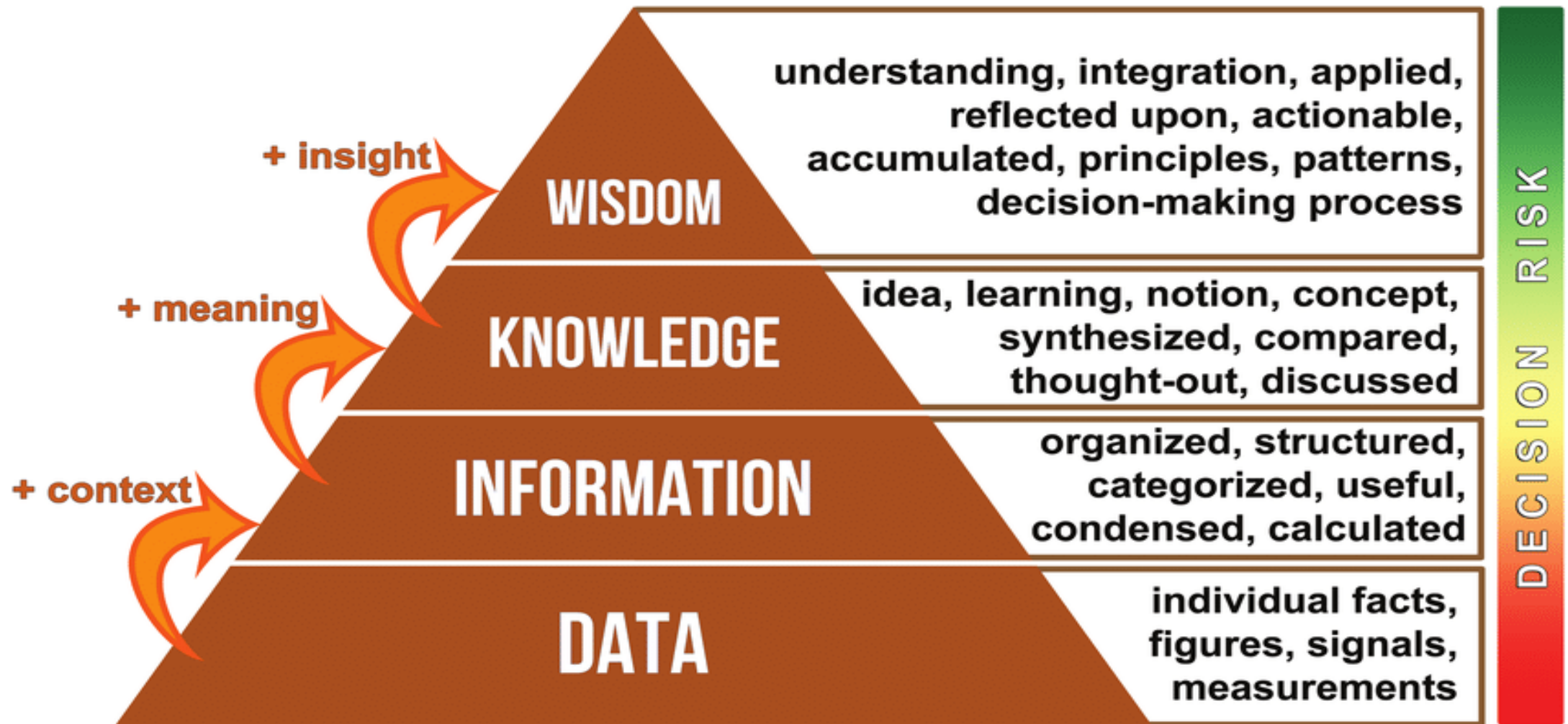
# Implementing quality assessment what cannot be done

- Just to fill out documents

- Be sporadic, non-systematic

- Made only by one sector

- Made by just one professional

- Made only when requested

# Implementing quality assessment what needs to be done

- A constant process
- Engaging
- Progressive follow-ups
- Transparent
- Collective
- Constant feedbacks
- Focus on inputs, outputs, <span style="color:red">outcomes</span>!!!

Knowledge management cycle

# General List of Techniques and Tools applicable at each stage of the Knowledge Management Cycle

| 1. Identifying | 2. Creating | 3. Storing | 4. Sharing | 5. Applying |
|---|---|---|---|---|
| 1. Advanced Search Tools | 1. Advanced Search | 1. After Action Reviews | 1. After Action Reviews | 1. Advanced Search |
| 2. APO KM Assessment Tool | 2. After Action Reviews | 2. Blogs | 2. Blogs | 2. Blogs |
| 3. Collaborative Virtual Workspaces | 3. Blogs | 3. Collaborative Virtual Workspaces | 3. Collaborative Virtual Workspaces | 3. Collaborative Physical Workspaces |
| 4. Communities of Practice | 4. Brainstorming | 4. Communities of Practice | 4. Collaborative Physical Workspaces | 4. Collaborative Virtual Workspaces |
| 5. Expert Locator | 5. Collaborative Physical Workspaces | 5. Document Libraries | 5. Communities of Practice | 5. Communities of Practice |
| 6. KM Maturity Model | 6. Collaborative Virtual Workspaces | 6. Ethnic Visions Case Study | 6. Communities of Practice | 6. Document Libraries |
| 7. Knowledge Cafés | 7. Communities of Practice | 7. Expert Locator | 7. Document Libraries | 7. Ethnic Visions Case Study |
| 8. Knowledge Clusters | 8. Ethnic Visions Case Study | 8. Knowledge Bases (Wikis, etc.) | 8. Ethnic Visions Case Study | 8. Expert Locator |
| 9. Knowledge Mapping | 9. Expert Dominion Locator | 9. Knowledge Cafés | 9. Expert Locator | 9. Knowledge Bases (Wikis, etc.) |
| 10. Mentor/Mentee | 10. Knowledge Bases (Wikis, etc.) | 10. Knowledge Clusters | 10. Knowledge Bases (Wikis, etc.) | 10. Knowledge Cafés |
| | 11. Knowledge Cafés | 11. Knowledge Portal | 11. Knowledge Cafés | 11. Knowledge Clusters |
| | 12. Knowledge Clusters | 12. Learning Reviews | 12. Knowledge Clusters | 12. Knowledge Portal |
| | 13. Knowledge Portal | 13. Taxonomy | 13. Knowledge Portal | 13. Knowledge Worker Competency Plan |
| | 14. Learning and Idea Capture | 14. Video Sharing | 14. Learning Reviews | 14. Mentor/Mentee |
| | 15. Learning Reviews | 15. Voice and VOIP | 15. Mentor/Mentee | 15. Taxonomy |
| | 16. Mentor/Mentee | | 16. Peer Assist | 16. |
| | 17. Video Sharing | | 17. Social Networking Services | |
| | 18. Voice and VOIP | | 18. Storytelling | |
| | | | 19. Taxonomy | |
| | | | 20. Video Sharing | |
| | | | 21. Voice and VOIP | |

# Knowledge Management and Innovation Techniques Applied to Internationalization

| Knowledge Management Techniques and Tools | |
|---|---|
| **Techniques** | Innovation management, dissemination of relevant practices, registration of lessons learned, use of brainstorming, use of storytelling, adoption of coaching, use of collective intelligence, promotion of innovation fairs, exit interviews. |
| **Tools** | Blog, microblog, videocast, podcast, chat, forum, social networks, mind maps, classifiers, content distribution, videoconference. |

| Knowledge Management Techniques | Applicability in the context of Internationalization |
| --- | --- |
| Identification and assembly of people network | Creation of networks of exchange students with common interests, characteristics, skills, which favor the exchange of ideas as a stimulus for the generation of new knowledge related to international experiences. |
| Yellow pages montage | Development of a website that contains all the information about the exchange students' profile, such as name, country and institution of destination, course or project that they developed, normally grouped in alphabetical order. The goal is to enable all students and researchers to find colleagues who have the knowledge and expertise they need to carry out their exchange. |

| | |
|---|---|
| Management of innovation or management of innovative ideas | It aims to collect, evaluate and share innovative ideas developed by researchers resulting from participation in international academic mobility programs. The technique aims to generate innovative proposals, solutions for specific issues, or even diagnostics on certain subjects. Among the benefits of innovation management are the improvement of the institution's performance, encouragement of new ideas, recognition of competences, mobilization of competitive intelligence and the revelation of underexploited talents. |
| Disclosure of relevant practices | It is based on the process of identifying and sharing the best practices resulting from research carried out during international experiences. Usually performed through explicit knowledge, such as a database; or through tacit knowledge sharing methods, such as communities of practice. |
| Record of lessons learned | It encourages the exchange of ideas, spontaneously, between researchers participating in the same type of exchange or project in the same country of destination. The lessons learned aim to show positive points and problems faced, as well as their solutions, and to warn about possible risks or emergency situations that may occur in similar projects. |

| | |
|---|---|
| **Brainstorming** | The goal of brainstorming is to generate and analyze creative concepts and promising ideas, which serve to improve or develop new products or services that generate value and wealth for the institution. Exchange students are invited to participate collectively, and report their international experiences in environments favorable to the emergence of new concepts, ideas, methods, processes, which can then be evaluated and implemented by the institution. |
| **Storytelling** | It can be used by institutions to transform insipid or excessively technical reports, contained in research reports, into attractive ways of reporting international experiences, attracting a greater number of students interested in carrying out an exchange. It can be done in printed materials, audio, video, marketing pieces, news, or by web 2.0 tools. You should use traditional narrative resources, like any good story. |
| **Coaching** | Coaching is a technique that aims to enable more experienced exchange students to act as instructors or tutors for students and researchers with less experience in international activities. |

| | |
|---|---|
| **Harnessing collective intelligence** | It uses the knowledge derived from international experience to develop an innovative idea or solution to a specific problem. Also called democratization of innovation. |
| **Promotion of innovation fairs** | It aims at the formal exposition of ideas resulting from projects carried out in partner institutions abroad. They can be held in the form of fairs, organized kiosks, for sharing and retaining knowledge within the institution. A favorable environment is created for the dissemination of best practices that offer, as an additional benefit, the breadth of the relationship between exchange students who return with the academic community, also serving as motivating elements for future exchange students. |
| **Conducting exit interviews** | It is a technique aimed at retaining knowledge in institutions. It consists of an interview with the researchers who are leaving the institution, due to the conclusion of the course. The objective is to capture the knowledge of these researchers in relation to their international experiences and projects developed in the host institutions. |

# INTERNATIONALIZATION OF HIGHER EDUCATION

**DISRUPTIVE INTERNATIONALIZATION (Stallivieri, 2019)**

**SUSTAINABLE INTERNATIONALIZATION (Ilieva & Beck, 2014)**

**INTERNATIONALIZATION AT HOME (Nilsson, 1999)**

**COIL (Rubin, 2000)**

**RESPONSIBLE INTERNATIONALIZATION (Stallivieri, 2018)**

**INTERNATIONALIZATION ABROAD (Knight, 1994)**

**INTERNATIONALIZATION OF CURRICULUM (Leask, 2015)**

**VIRTUAL EXCHANGE (O'Dowed, 2016)**

**INTELLIGENT INTERNATIONALIZATION (Rumbley, 2015)**

114

Source: STALLIVIERI, 2020.

# RESPONSIBLE INTERNATIONALIZATION BASIC ROADMAP



**START**

**INTERNATIONALIZATION**

**BALANCE**

Choose partners, programs, funds in a balanced way (geographic, linguistic, economic)

**ACCOUNTABILITY**

Tell the society what is being doing. Share the learning outcomes. Show the results.

**INCLUSION**

Offer everyone a chance to actively participate in the process.

**SUSTAINABILITY**

Ensure the process will be supported (human resources, infrastructure, funds)

**COMPLIANCE**

Work for the constant Institutional commitment with the process.

**FINISH**

**RESPONSIBLE INTERNATIONALIZATION**

# 1. Balanced internationalization (BALANCE)

- Geographic Balance (South-South Cooperation)
- Language balance (English only?)
- Balance by areas of knowledge (STEMS)
- Economic balance ((un) favorable contexts)
- Balance in quantities (qualitative reciprocity)

*Internationalization must be marked by effective propositions of fundamentally horizontal, cooperative and partner relationships. It cannot be limited to isolated and isolated actions. It necessarily has to take into account each moment of academic life, from graduation to the discussion of trademarks and patents (STALLIVIERI, 2020).*

# 2. Transparent Internationalization (ACCOUNTABILITY)

- Inform society

- Show results

- Discuss evidence-based proposals

- Make strategic decisions

- Reposition policies, guidelines, objectives and goals

| Sample Input Measures | Sample Output Measures | Sample Outcome Measures |
|---|---|---|
| Number and diversity of study abroad options, locations, subject matter, and support. | Number and diversity of students studying abroad; length of study; curricular integration; safety; cost control; etc. | Impacts on knowledge, attitudes, beliefs, life skills, careers, etc. |
| Institutional research expenditures per faculty member. Or, external research dollars, etc. | Publications; patents; incidence of citation; grants and contracts from external sources. | Enhanced reputation/ awards; commercial applications income; economic development of locations/ regions; community problem solving, etc. |
| Dollars, people, and other resources applied to problem-solving engagement. | Numbers of projects/ locations, numbers of people involved. | Impact on people's well-being and condition: economic, health, income, nutrition, safety/security, access, etc. |

Fonte: Hudzik, 2011

# 3. Sustainable Internationalization (SUSTAINABILITY)

- Economically viable
- Social justice.
- Ecologically correct.

# 4. Inclusive Internationalization (INCLUSION)

- Access is different from inclusion.

- Inclusion can mean exclusion.

- Inclusion is different from integration.



EXCLUSÃO

SEGREGAÇÃO

INTEGRAÇÃO

INCLUSÃO

*Internationalization must have a strong component of autonomy and sovereignty if scientific and technological advances are to become social achievements. That is why their participation mechanisms must be increasingly inclusive and comprehensive. In short, it must be more than isolated attitudes, it must be the object of policies (STALLIVIERI, 2020).*

# 5. COMPLIANCE



- Observe the rules
- Respect the rules
- Comply with what was agreed
- Obey the laws

# RESPONSIBLE INTERNATIONALIZATION BASIC ROADMAP



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**FINISH**

**RESPONSIBLE INTERNATIONALIZATION**

124

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