

Internationalization at home as a humanizing pedagogical strategy in higher education

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Abstract: The internationalization of higher education has gained evidence in educational research, since the knowledge society has become globalized, digital and recognized the importance of territorialization as a local, regional and (inter)national space for human formation. By considering internationalization at home (IaH) as one of the axes of this research theme, it is salutary to understand its specificities, nuances and impacts on higher education, since it is considered a humanizing, democratic and citizen practice, as there is no need for territorial mobility to live an international experience. In view of the above, this article aimed to analyze how *internationalization at home* was evidenced in the Brazilian productions of articles published on the *Redalyc* platform in the period 2021-2024. This is exploratory research with a quantitative-qualitative approach and had the state of knowledge as a technical procedure. It used the content analysis technique and descriptive statistics to interpret the data. Among the main findings of the research, we identified: a) the tangential recognition of the contributions of Ai as a humanizing practice; b) low production on IaH, with a greater focus on general internationalization; c) propositions for the implementation of IaH through foreign language learning; realization of international (virtual) experiences and experiences. As propositions, it is recommended to expand studies in the thematic axes evidenced in the research, such as territorialization, professionalization, inclusion, policies, global learning and digital technologies.

Keywords: higher education; internationalization; digital technologies.

1 Introduction

Higher education, in the twenty-first century, assumes increasing complexity in the context of knowledge society. In Brazil, this scenario highlights internationalization as a strategic and challenging axis, by articulating human training, scientific production and the global insertion of universities, seeking to reconcile academic training quality, equity and social relevance.

Internationalization at home, as an emerging modality of higher education, calls into question the traditional ways of understanding the global insertion of universities. If internationalization was previously mostly associated with the physical

mobility of students and teachers, today it is reinvented through the mediation of digital technologies and the incorporation of multicultural experiences into local curricula.

In this context, fundamental tensions emerge: how to ensure the quality of education in processes mediated by technological resources? How to preserve institutional autonomy while building global networks of academic cooperation? And, above all, how to transform this modality into an opportunity for democratization of access, preventing internationalization from continuing to be restricted to elites who can afford face-to-face mobility? By problematizing such issues, it is evident that internationalization at home (IaH) is not only a pragmatic adaptation to current conditions, but an epistemological and political challenge to rethink the university as a globally connected, socially inclusive and technologically innovative space.

Perceiving it as a process in constant transformation evidences the sociocultural, political, economic and historical demands of a society become central in the formative and academic-professional spheres that are linked to it. In addition, it is considered that technologization, the relationship between knowledge and current demands of the world of work and the formative capacity of institutions and teachers, in view of the constant theoretical, technical and methodological perspectives, which arise from educational policy, in the context in which we live.

The strategic and central role of the formation of the population between 18 and 24 years of age for the present and future of the country is highlighted, since this age group coincides with the period of greatest cognitive and productive vitality. With access to the labor market, professional and citizen training, and the capacity for social, scientific and technological innovation, professionalization through higher education becomes healthy.

Therefore, taxing educational quality makes it possible to boost the triple university mission, namely: *teaching, research and extension*. However, in this article, we are guided by the approach of Santos and Almeida Filho (2012), when they consider internationalization as the fourth mission of the university and, therefore, it will be our object of study.

According to the aforementioned authors, internationalization plays an important role in the production of knowledge, corresponding to the relationship between the local and the global. The multiple phenomena of today, such as digital technologies, globalization, territorialization, political and economic factors, the

dynamic relationship between subjects, among other aspects, contribute to the possibility of enhancing internationalization within the university environment and trying to make it effective on its different fronts.

By conceiving internationalization as the fourth mission of the university, Santos and Almeida Filho (2012) resort to a holistic, systemic and generic approach. The term *holistic* refers to the understanding of internationalization as a phenomenon that crosses all dimensions of university life — teaching, research, extension, management, and institutional culture. The idea of *systemic* emphasizes that these are not isolated actions, but rather networked, interdependent processes that impact the set of academic and administrative functions. On the other hand, the *generic character* indicates that internationalization should be understood as a guiding principle of university policies and practices in its entirety, and not just as a one-off program or restricted to physical mobility. From this perspective, internationalization, as an academic mission, broadens the social vocation of the university, giving it the responsibility to critically dialogue with the world and to form citizens capable of acting in global, local and interconnected contexts.

In the holistic, systemic and generic perspective proposed by Santos and Almeida Filho (2012), internationalization can enhance formative dimensions directly linked to human development. In addition to intellectual autonomy and the ability to self-learn, gains emerge such as the strengthening of intercultural competence, the expansion of ethical sensitivity in the face of diversity, the development of critical thinking in global contexts, and the ability to communicate in multiple languages and media.

Internationalised experience also favours adaptability, resilience and cooperation, which are essential skills for tackling complex societal challenges. In this sense, internationalization, when integrated into the educational project of universities, ceases to be a privilege restricted to the mobility of a few and becomes a pedagogical device capable of broadening horizons, forming critical and co-responsible subjects and inserting the university in a global ecosystem of knowledge production and innovation.

Internationalization is understood as an emerging theme in educational research. In this regard, Knight (2003) and Altbach and Knight (2007), prominent researchers on this topic, present an internationalized view with a focus on the

academic process, emphasizing a broad understanding and criticality of professionalization, the exercise of citizenship and the holistic view of a more just, globalized and interconnected society. It can also enhance experiences in other territories that amplify human formation for looks at the local and the global with a more humanistic vision.

A theoretical and epistemological confluence between the authors highlighted here is verified, when adding here the perspective of researcher Marília Morosini, (2019, p. 13): We can affirm that "internationalization is a means for broader and denser conceptions, linked to good living, sustainable development and the achievement of global citizenship". Therefore, treating it as a central axis in higher education for enhancing the advancement of knowledge society and educational quality.

This article is theoretically based on the conception of Morosini (2019), when dealing with internationalization in four major axes: 1) integral or comprehensive internationalization (IoC); 2) internationalization of the curriculum; 3) *cross-border* or cross-border internationalization and; 4) internationalization at home (IaH). According to Morosini (2019), integral internationalization (CI) focuses on university management, institutional aspects, and an intercultural model. Here, topics such as institutional policies and how the university positions itself as an institution to promote the effectiveness of internationalization are addressed.

On the other hand, the internationalization of the curriculum (IoC) addresses issues related to pedagogy, teaching-learning processes, teacher and student training, as well as the constitution of curricula in an internationalized way. It is a process that encompasses all axes of the university, but from a pedagogical perspective and focuses on the internationalized vision with an important element in the reformulations of the Pedagogical Course Projects (PPC) (Morosini, 2018; Finardi; Saints; Guimarães, 2016).

Cross-border internationalization is related to the closest to the social vision of what internationalization is. That is, some people believe that internationalization is only about carrying out exchanges, agreements, academic mobility, travel, among other aspects. This is just one of the four axes it has. This deals with international cooperation agreements, academic mobility, etc. Another important factor in this axis

is territorialization (Ramalho *et al.*, 2021), a necessary and pulsating phenomenon, as well as interinstitutional relations.

The fourth and last axis, internationalization at home (IaH) is an internationalization understood as one of the most democratic and accessible to the academic community, given its low cost for carrying out international experiences (Santos, 2021; Santos; Reis; Lopes, 2022; Santos; Reis, 2020). According to Baranzelli (2019), internationalization at home does not require mobility for it to happen. Generally, it has a strong presence of digital technologies.

By considering IaH as democratic and accessible, it is a matter of recognizing it as a strategy that brings together different populations and territories through digital means and, in a way, leads subjects to experience other cultures, learning, other languages and have contact with professionals, researchers and students, without the need for physical mobility. These actions are usually carried out with the support of digital technologies, such as virtual platforms, videoconferences, online courses, synchronous meetings, and others.

Finally, it returns to the view of Santos and Almeida Filho (2012) when they state that the university currently has a university quadriad, with internationalization being the fourth mission, which, in the perspective defended here, needs to be interconnected to the other axes and, in this way, be imbricated in the process of academic-scientific-professional training of the entire university community.

When analyzing the context of Brazilian higher education, it is observed that internationalization is more present in the cross-border axis, that is, more focused on the process of academic mobility, international cooperation agreements and professionalization of specialized human resources. However, our intention is to identify how internationalization at home has been discussed in the national academic environment.

Therefore, when it was understood that internationalization at home is one of the most humanized and democratic axes, the following problem emerged from the research: "How was internationalization at home evidenced in the Brazilian productions of articles published on the *Redalyc platform* in the period 2021-2024?".

To this end, the general objective of the research is to analyze how internationalization at home was evidenced in the Brazilian productions of articles published on the *Redalyc platform* in the period 2021-2024. As methodological

aspects, this is research with a qualitative approach, with an exploratory objective and that had the state of knowledge as a resource to access the intended information.

Thus, this article consists of 5 (five) sections. The first brings a systemic view of our object of study, as well as the authors' motivations for deepening the research. It also reveals the problem and the objectives of the investigation. The second section presents the theoretical foundation of the study, to make the reader get closer to the theme. The third section is composed of the methodological path and the paths developed for the constitution of the *analytical-investigative* corpus.

The fourth section brings the results of the research and the interpretative analysis, to reveal the findings. The fifth section is made up of the final considerations, in which the object of study is resumed, reflecting on the achievement of the objective, the limitations and consequences of the article. Finally, the references that served as the theoretical-methodological framework of the research are presented.

It is understood that this work offers a relevant academic-scientific contribution for researchers and those interested in the theme of internationalization at home, still little explored in research groups in the educational area. By reflecting on an emerging phenomenon in higher education, the study not only broadens the debate, but can also serve as a reference for future investigations. The systematization presented, based on the analysis of the *Redalyc database* between the years 2020 and 2024, thus constitutes a scientific contribution that reinforces the need to deepen the theme and consolidate its presence in the field of higher education.

2 Theoretical perspectives of Internationalization at home

To think about humanization in education is to consider different conditions in which the subject has the opportunity to experience them with more welcoming, sensitive strategies that pay attention to their specificities and particularities. Freire (1996) considers that education has a transformative power, since, through it, it is possible to transform the formation of the subject and its constitution as a citizen. Dewey (2023) states that social experience is a fundamental process for human learning and that, through it, it is possible to develop citizenship and the ability to humanize relationships. For the author, experience is a crucial factor for educational learning.

The interlocution between Freire (1996) and Dewey (2023) in the context of internationalization reveals itself as a process of emancipation and experience of the subject, mediated by experiences in international environments. Such experiences enable formative trajectories in which the individual broadens his perception beyond the limits of the local context, recognizing the global scenario as a fertile space for the improvement of his professionalization and for the development of a broader social consciousness.

From this perspective, when understanding the role that internationalization plays in human development and training activities, it is affirmed that it is a field that reverberates multiple possibilities for humanity, since it makes it possible to broaden its worldview from experiences of other territories, cultures and worldviews. Among them, we can highlight the expansion of professionalization, the holistic understanding of the professional field, experiences of and in other realities, interculturality, etc. According to Knight (2003), internationalization is a process that brings, in its core, an intercultural and, by nature, diverse vision, as it contemplates academic, cognitive, professional, cultural, cultural, cultural, historical, political exchange, etc., based on social interactions that sensitize subjects to perceive their own reality through external experiences.

In view of the above, it is stated that internationalization is a complex field that encompasses multiple knowledges that are fundamental for human formation and brings significant contributions to professionalization and academic-personal development. Understanding it, based on the exchange of experiences, knowledge and interactions, provides singular, particular learning that has a distinct impact on each subject.

As seen in the introduction of this article, according to Morosini (2019), internationalization has four major axes that are present in different areas of education, such as policies, governance, management, curricula, academic mobility, technologization, among others. The present object of study consists of internationalization at home, as we seek to understand how this axis brings humanizing strategies from digital experiences. According to Baranzelli (2019), this axis focuses on the use of digital technologies that provide international experience without territorial mobility.

Santos e Reis (2022), considers internationalization at home as the most democratic, as it allows the academic community to transcend its reality through digital technologies and get to know new/other cultural perspectives, learn and interact without leaving home. For the authors, the possibilities generated by IaH are diverse and enhance the student's formative process and path, to enhance the educational quality and development of citizenship.

Thus, considering the assumptions mentioned above, we prepared Chart 1 with some characteristics of IaH for better understanding and comprehension by the reader. See:

Chart 1 – Some characteristics of internationalization at home.

Features	Description
Democratization of education	It promotes educational access for different groups through experiences that were intended for the few. Thus, with the opportunity for international activities through digital technologies and virtual mobility, it is a democratic and plural process for the formation of the subject.
Interculturality	It promotes interaction and exchange of knowledge between different cultures, in order to broaden understanding between the local and the global. Develops a more holistic, understanding and open perspective to the differences and similarities between cultures.
International experiences	The experiences are provided through experiences with researchers, teachers, managers, students and other foreign educational agents in the areas of teaching, research, extension, innovation, management and governance, technological development and entrepreneurship.
Virtual mobility	Understood here as one that promotes insertion and experience in other territories without the need for physical displacement. Interaction takes place through digital technologies and using different devices as tools.
Educational humanization	It enables the development of internationalization actions that have a more humanized, peaceful look and that seek approximation between the subjects, in order to interact in a harmonious, respectful, citizen, cordial way, in addition to the search for the joint improvement of human education.
Territorialization	It considers the territory as a multifactorial space that impacts the formation of the subject. In addition, it reveals itself as an important ally in internationalization actions, considering that there is an appreciation of the local and the global, without the need for physical academic mobility, which, in a way, broadens a territorial vision, when there is joint interaction between subjects and territories.

Source: The Authors

As we can see in Chart 1, there are fundamental and strategic factors that characterize IaH as a democratic and humanized axis of internationalization. In addition, it should be noted that Ai is understood as a tool and not an objective (Baranzelli, 2019). Thus, to implement it, there is a need to seek strategies for it to be effective. Elements such as courses, lectures, interviews, projects, meetings, classes, literature, and groups are some examples of IaH. As far as the highlighted aspects are

concerned, all of them are considered here in an international context. About the lectures, these can be given by foreign speakers to the Brazilian public or vice versa. About the courses, they can be extension, updating, improvement, specialization, among others. In addition, they can be activities in disciplines abroad or in Brazil, on a one-off or continuous basis.

The projects, for example, can consist of periodic meetings between researchers, professors and students to develop the planned activities. In addition, there are international classes that can be of various modalities, such as the participation of guest professors for specific topics, shared teaching, simultaneous classes, among others, etc. Another possibility consists of specialized international literature on topics from various areas of knowledge that can serve for the academic training and professionalization of educational agents.

As can be identified, there are many possibilities for the development of strategies for AHI in the educational context. These options are important contributions to improving the quality of education in different educational spaces. Therefore, it will be seen, in the next sections, what the Brazilian articles present in the *Redalyc database* in the 2021-2024 quadrennium on the topic of IaH reveal and, by extension, identify the strategies used.

3 Research methodology

Research methodology is a central process in the development of scientific production. According to Gil (2017), the methodological path of the research plays a central role in the (un)success of the investigation, since it is necessary to have a good planning of the steps to be carried out to carry out analyzes that can understand the phenomenon.

From this premise, when organizing the work, it is understood that it is characterized as basic research, which has a quantitative-qualitative approach and exploratory objective. For the technical procedure, we choose the state of knowledge. According to Prodanov and Freitas (2013), basic research is characterized by the performance of studies whose objective is not centered on the production of technical, technological or educational solutions, but rather on the expansion of theoretical knowledge about a given phenomenon. For Gil (2017), the qualitative approach aims to carry out research that does not use statistical and mathematical methods. And the

quantitative approach is one that makes mathematical use to analyze the data. In the work in question, we made use of descriptive statistics, through the elaboration of tables and percentages.

Minayo (2010) shows that the exploratory objective is characterized as one that seeks to understand a phenomenon that is not very evident in the scientific scenario. They are usually carried out through case studies or reviews. In our case, the state of knowledge (Morosini, 2015; Morosini; Fernandes, 2014) was the technical procedure selected because we understand that it provides an overview of the productions published in a given database.

Regarding the state of knowledge, Morosini and Fernandes (2014, p. 155), conceptualize that

[...] State of knowledge is identification, registration, categorization that leads to reflection and synthesis on the scientific production of a given area, in a certain space of time, bringing together journals, theses, dissertations and books on a specific theme.

Considering the authors' definition, this procedure was adopted for the present text. Thus, the categorization carried out was based on Brazilian productions indexed in the Network of Scientific Journals of Latin America, the Caribbean, Spain and Portugal (*Redalyc*). The choice of this database is justified by its wide reach in the international scenario, which contributes significantly to the representativeness and diversity of the publications analyzed.

The variety of journals available offers a more holistic perspective of the subject of study. Through the expressive number of indexed articles, it is possible to obtain relevant contributions to the proposed analysis. To get an idea of this reality, in the search carried out in April 2025, *Redalyc* had more than 1700 (one thousand seven hundred) journals linked and 779,850 (seven hundred and seventy-nine thousand, eight hundred and fifty) articles linked to the database. Therefore, we understand that it was an important option for understanding the theme.

To constitute the analytical-investigative corpus, the search was carried out through 3 (three) key descriptors in the period of April 2025. They are: "internacionalização em casa"; "*internationalización en casa*" and "internationalization at home". In other words, we seek to identify internationalization at home in Portuguese, Spanish and English. The decision to carry out the search consisted of identifying the total number of Brazilian productions on the subject.

Table 1 – Overview of production on internationalization at home present at *Redalyc*

Source: The Authors.

Language	Key descriptor	General search ¹ (2002-2024) n (%)	2021-2024 ² n (%)	Brazilian articles ³ n (%)
Portuguese	<i>Internacionalização em casa</i>	22 (12,15)	5 (10,64)	4 (8,52)
Spanish	<i>Internacionalización en casa</i>	116 (64,09)	29 (61,70)	7 (14,89)
English	Internationalization at home	43 (23,76)	13 (27,66)	8 (17,02)
Total		181 (100,00)	47 (100,00)	19 (40,43)

The selected time frame was the 2021-2024 quadrennium, considering the evaluation period of *stricto sensu* graduate studies in Brazil. In this sense, this panorama is considered salutary to have a systemic view of national production. However, the first search consisted of the period 2002-2024, since 2002 was the year with the first publications present in *Redalyc*.

As can be seen in Table 1, the total number of articles was 181 (one hundred and eighty-one). For the 2021-2024 quadrennium, there were a total of 47 (forty-seven) articles and 19 (nineteen) works that are of Brazilian origin. Of these studies, the predominance of articles written in Spanish is noticeable. One of the inferences may be that *Redalyc* is managed by a Mexican university. However, observing the Brazilian studies, a representation of 19 (nineteen) articles in the three languages was identified, that is, 40.43%. For data analysis, descriptive statistics were used in the quantitative approach, with the use of tables and calculation of production percentages. The information was processed using *Microsoft Excel* (version 365), considering the number of articles distributed by period and their respective proportions, which allowed a clear and objective visualization of the identified patterns.

For the qualitative part, explained in sequence by each analytical phase, we used the content analysis technique (Bardin, 2016). In this analytical process, we carry out the three phases proposed by Bardin (2016). They are:

- a) *Pre-analysis*: the selection of the key descriptors of the research was carried out and the search was carried out in *Redalyc*. The initial results were filtered, and the number of papers was selected by language. In the selection

¹ The first column refers to the period 2002-2024, the percentage has a total reference value of 181.

² For the second column, we considered the total of 47 articles as a reference for the calculations of the quadrennium to know the percentage of each descriptor in the period.

³ For the column of Brazilian articles, the reference value for the percentage calculation was based on the total for the 2021-2024 period, i.e., 47.

of filters, the languages and the 2021-2024 time frame were chosen. Afterwards, the articles were selected and we identified which of them were of Brazilian origin;

- b) *Exploration of the material*: here a codification of the analytical units was carried out. Thus, for the quantitative part, we made tables to know the total number of articles, divided by countries and by descriptor. As for the qualitative part, after reading the full text of the 19 (nineteen) papers, the decision was to analyze the general of the papers and present their thematic axes.
- c) *Treatment of the results obtained and interpretation*: a discussion was held to present the overview of the research findings, as well as reflections on the Brazilian articles analyzed. From them, we bring conclusions and propositions.

The analytical section of this research is presented below.

4 Internationalization at home: state of knowledge in the Latin American context in the 2021-2024 quadrennium

This section aims to present the state of knowledge about internationalization at home in the 2021-2024 quadrennium. The first part brings the quantitative look of the productions present in the *Redalyc* in the Latin American context. The second reflects on the theme in the Brazilian context, presents internationalization from the emerging thematic axes of the analyzed articles.

It begins with the presentation of the overview of the productions of the 2021-2024 quadrennium present at *Redalyc*. For this, the key descriptors mentioned in the methodology were used. A total of 47 (forty-seven) articles from Latin American countries and Spain were identified. Table 2 presents these articles by country and descriptor.

Table 2 – Overview of production on internationalization at home in the Latin American context⁴

Country	<i>Internationalização em casa</i> n (%)	<i>Internacionalización en casa</i> n (%)	Internationalization at home n (%)	Total n (%)
Argentina	0 (0,00)	4 (13,79)	0(0,00)	4 (8,52)
Brazil	4 (80,00)	7 (24,14)	8 (61,54)	19 (40,42)
Colombia	0(0,00)	9 (31,03)	0(0,00)	9 (19,15)
Costa Rica	1 (20,00)	3 (10,35)	2 (15,38)	6 (12,76)
Spain	0(0,00)	1 (3,45)	0(0,00)	1 (2,13)
Mexico	0(0,00)	5 (17,24)	3 (23,08)	8 (17,02)
Total	5 (100,00)	29 (100,00)	13 (100,00)	47 (100,00)

Source: The Authors

As can be seen in Table 2, of the 47 (forty-seven) articles, 5 (five) correspond to the key descriptor "*internacionalização em casa*"; 29 (twenty-nine) to the descriptor "*internacionalización en casa*" and 13 (thirteen) to the descriptor "internationalization at home". Respectively, these works represent a total of 10.64%, 61.70% and 27.66%. The high representation of descriptors in Spanish and English, in that order, for publications on the subject is evident. One of the inferences may consist of the database being managed by a country of Hispanic origin and that it has a greater reach in the Ibero-American region. As Brazil is a Portuguese-speaking country, even though it corresponds to a large territorial area and is part of Ibero-America, it may be a justification for the low production in the period in Portuguese.

However, when analyzing the quantity of academic productions, it was identified that Brazil is the country that has the most publications in the overall total, followed by Colombia and Mexico. Therefore, they correspond, together, to a total of 36 (thirty-six) articles, representing 76.60% of the articles published in the 2021-2024 quadrennium. Individually, Brazil accounts for 40.42%, Colombia 19.15% and Mexico 17.02% of the works present at *Redalyc*.

⁴ The table analyses were performed vertically, i.e., the percentage values correspond to the total of each column.

Figure 1 – Total number of articles in the countries with the highest number of productions on IaH⁵.



Source: The Authors

In order to reveal the works produced in the Latin American context, the quantitative in Figure 2. In view of the above, based on the state of knowledge, the main findings of the research in this axis pointed out that: 1) Brazil was the country with the highest production on the theme in focus; 2) represented a total of 40.42% of the production in the four-year period; 3) the countries that had the highest production, after Brazil, were Colombia and Costa Rica; and 4) Mexico, in the first analysis, was the third most productive country on the subject, but due to the repetition of articles in both descriptors and a text without the thematic approach, it was in 4th (fourth) place.

Regarding the Brazilian productions, the focus was on the identification of the thematic axes, based on content analysis. Therefore, when understanding the importance of Ai in higher education and its impact on the human and academic formation of the subjects, the works from Brazilian authors were analyzed. For this, Chart 2 is presented with the general searches and, subsequently, Chart 3, with the selected articles. Afterwards, we carried out the analysis of the thematic axes.

⁵ Caption: AI-generated image.

Chart 2 – Production of articles in Brazilian journals in the 2021-2024 quadrennium present at *Redalyc*

Article	Author(s)	Title/Magazine/Country	Year of publication	Language
Key descriptor: "internacionalização em casa"				
1 ⁶	KISTEMANN JUNIOR, Marco Aurélio; AMARAL, Cristiane Corrêa; GIORDANO, Cassio Cristiano	Perceptions and evaluative actions in the Covid-19 pandemic: what some Mathematics, Physics, Chemistry and Biology teachers reported Mathematics Education Debate Magazine (Brazil)	2022	Portuguese
2	HEINZLE, Márcia Regina Selpa, PEREIRA, Pablo	Internationalization policies in foundational universities: intellectual production, exchange, curriculum and integral internationalization Essay: Evaluation and Public Policies in Education (Brazil)	2023	Portuguese
3 ⁷	AKKARI, AlmashSeidikeno va <i>et al.</i>	Internationalization of Higher Education in Kazakhstan: from political will to implementation Essay: Evaluation and Public Policies in Education (Brazil)	2023	Portuguese
4 ⁸	BRANDALISE, GisellyCristiniMondardo; BARBOSA, Isabela Vieira; HEINZLE, Márcia Regina Selpa	"Universities for the world": analysis of the reports of the British Council in Brazil Educação em Revista (Brazil)	2023	Portuguese
Key descriptor: "internationalización en casa"				
5 ⁹	SOUZA, Stefani de <i>et al.</i>	The internationalization of extension and the institutional discourses of Public Universities of Santa Catarina Caderno de Administração Magazine (Brazil)	2024	Portuguese

⁶ Article 4 does not refer to the topic of internationalization, as it addresses the covid-19 pandemic. He brings references who studied Ai H in the pandemic period and used discussions about that time and not about Ai Therefore, it does not enter the analysis of the thematic axes.

⁷ Article 2, even though it is published in a Brazilian journal, is of Kazakh origin, that is, from the country Kazakhstan. It is also repeated in the English descriptor. Therefore, it will not be included in the analysis of this article.

⁸ Article 3 also appears in the descriptors in Spanish and English. So it will only count in one descriptor in this table.

⁹ Article 5 is repeated in the English descriptor. So it will only count in one descriptor in this table.

6 ¹⁰	GIRÃO, Mel; IRIGARAY, Hélio Arthur Reis; STOCKER, Fabrício	<i>Fake news and storytelling: two sides of the same coin or two coins with equal sides?</i> Cadernos EBAPE.BR Magazine (Brazil)	2023	Portuguese
7	ABBA, Maria Julieta; LEAL, Fernanda Geremias; FINARDI, Kyria Rebeca	Internationalization of inclusive higher education to/from Latin America: the time of 'los de abajo' Reflection and Action Magazine (Brazil)	2022	Spanish
8 ¹¹	HUARCAYA, Alex Sánchez; CUÉLLAR, Mónika Nelly Camargo	Trends in the training offer in Education (Management and Curriculum) in Peru PUC-Campinas Education Journal	2022	Spanish
9 ¹²	OSMO, Carla; FANTI, Fabiola	ADPF of the Favelas: mobilization of the right in the encounter of the pandemic with police violence and racism Law and Praxis Journal	2021	Portuguese
10 ¹³	FERNÁNDEZ, Simón Peña <i>et al.</i>	Collaborative learning in international virtual groups: creation of multimedia reports Brazilian Journal of Education (Brazil)	2021	Spanish
Key descriptor: "Internationalization at home"				
11	CARVALHO, Elisa de; SAES, Klarissa Valero Ribeiro; MEZA, Maria Lucia Figueiredo Gomes de	When academic displacement and internationalization intersect, different approaches for inclusion in Higher Education: contributions from the Welcoming Program for Ukrainian Scientists, Paraná – Brazil REMHU: Interdisciplinary Journal of Human Mobility (Brazil)	2023	English
12	PONTES JUNIOR, José Airton de Freitas; ABREU, Mariana Cristina Alves de; PEREIRA NETO, Francisco Edmar	The internationalization of Higher Education of Brazil in the Education area (1998-2020) Essay: Evaluation and Public Policies in Education	2023	English

¹⁰Article 6 makes an analysis of the area of communication. Internationalization comes in as the focus in the Amazon, being a dissemination of *fake news*. It was not part of the analysis.

¹¹Article 8 refers to a group of Peruvian researchers.

¹²Article 9 is not linked to the theme. The focus of the text is on the legal area in the context of violence and racism. The word internationalization appears only in one recurrence in the text.

¹³Article 10 refers to a group of Spanish researchers. In addition, it is repeated in the descriptor in English. It was not part of the analysis.

13	AMORIM, Gabriel Brito; FINARDI, Kyria Rebeca	The road(s) not taken and internationalization in Brazil: journey or destination? <i>Acta Scientiarum Journal</i> (Brazil)	2022	English
14	ABBA, Maria Julieta; STRECK, Danilo Romeu	The 1918 Córdoba Reform and University Internationalization in Latin America <i>History of Education Journal</i> (Brazil)	2021	English

Source: The Authors

From the analysis and full reading of the articles present in Brazilian journals, several issues evidenced in Chart 2 were identified, among them, the repetition of articles in more than one key descriptor, such as works 2 (two), 3 (three), 5 (five) and 10 (ten). In relation to productions 4 (four) and 9 (nine), these were those that were not related to the research theme in question, that is, IaH. Finally, articles 2 (two), 8 (eight) and 10 (ten) were published in Brazilian journals, but the authors were from other countries, namely: Kazakhstan, Spain and Peru.

Therefore, for the analysis of the thematic axes, a total of 8 (eight) works were selected that were published by Brazilian authors in Portuguese, English and Spanish. Thus, Chart 3 is presented with the chosen works.

Table 3 – Brazilian production in the 2021-2024 quadrennium present at *Redalyc*

Article	Author(s)	Title/Magazine/Country	Year of publication	Language
1	HEINZLE, Márcia Regina Selpa, PEREIRA, Pablo	Internationalization policies in foundational universities: intellectual production, exchange, curriculum and integral internationalization Essay: Evaluation and Public Policies in Education (Brazil)	2023	Portuguese
2	BRANDALISE, GisellyCristiniMondardo; BARBOSA, Isabela Vieira; HEINZLE, Márcia Regina Selpa	"Universities for the world": analysis of the reports of the British Council in Brazil <i>Educação em Revista</i> (Brazil)	2023	Portuguese
3	SOUZA, Stefani de <i>et al.</i>	The internationalization of extension and the institutional discourses of Public Universities of Santa Catarina <i>Caderno de Administração Magazine</i> (Brazil)	2024	Portuguese

4	ABBA, Maria Julieta; LEAL, Fernanda Geremias; FINARDI, Kyria Rebeca	Internationalization of inclusive higher education to/from Latin America: the time of 'los de abajo' Reflection and Action Magazine (Brazil)	2022	Spanish
5	CARVALHO, Elisa de; SAES, Klarissa Valero Ribeiro; MEZA, Maria Lucia Figueiredo Gomes de	When academic displacement and internationalization intersect, different approaches for inclusion in Higher Education: contributions from the Welcoming Program for Ukrainian Scientists, Paraná – Brazil REMHU: Interdisciplinary Journal of Human Mobility (Brazil)	2023	English
6	PONTES JUNIOR, José Airton de Freitas; ABREU, Mariana Cristina Alves de; PEREIRA NETO, Francisco Edmar	The internationalization of Higher Education of Brazil in the Education area (1998-2020) Essay: Evaluation and Public Policies in Education	2023	English
7	AMORIM, Gabriel Brito; FINARDI, Kyria Rebeca	The road(s) not taken and internationalization in Brazil: journey or destination? Journal Acta Scientiarum (Brazil)	2022	English
8	ABBA, Maria Julieta; STRECK, Danilo Romeu	The 1918 Córdoba Reform and University Internationalization in Latin America History of Education Journal (Brazil)	2021	English

Source: The Authors

In view of the works from Brazilian authors, it was identified that 3 (three) articles were published in Portuguese, 1 (one) in Spanish and 4 (four) in English. This data reveals an advance in Brazilian production on the subject of IaH in the context of strengthening publication beyond the vernacular language. Articles in English and Spanish expand the reach of dissemination of Brazilian scientific research, since it enables access to reading for a wider audience and different countries that have these languages as their first and/or second language.

From the reading of the works in full, it was identified in the articles that IaH, in part of them, was an adjacent theme, that is, they focused more on internationalization as a central axis. There were many points of discussion about internationalization. Therefore, some thematic axes are highlighted in Figure 2.

Figure 2 – Emerging thematic axes in the articles of Brazilian authors¹⁴.



Source: The Authors

The themes that generated the emerging thematic axes visualized in Figure 2 focus on aspects related to international experiences, professionalization, digital technologies, global learning and comparative experience. Within these axes, themes are added that address the process of extension, policies, inclusion and active methodologies.

Thus, the findings of the research are presented based on the studies analyzed in Chart 3. Regarding the first article, when analyzing the approach to international experiences, Heinzle and Pereira (2023) highlight that internationalization is a fruitful field for interaction with other cultures, subjects, and different realities. They defend IaH as an important action within higher education. They analyze the Institutional Development Plan (PDI) of 9 (nine) Universities linked to the Santa Catarina Association of Educational Foundations (Acafe). Therefore, IaH was investigated from the institutional perspectives of these institutions.

In addition, the perspective of Heinzle and Pereira (2023) dialogues with the assumptions of Freire (1996), by recognizing internationalization as an opportunity to encounter the other, to collectively construct knowledge, and to value diversity. IaH, as a pedagogical strategy, contributes to the formation of critical subjects committed to social transformation, by promoting experiences that challenge local thinking and stimulate the understanding of different realities.

¹⁴ Caption: AI-generated image.

The second article analyzes professionalization. Brandalize, Barbosa, and Heinzle (2023) analyze the internationalization of higher education based on the documents of the *British Council* in Brazil. Among the results found, the importance of training educational agents to work with the different perspectives of internationalization stands out, especially from language development policies. One of these consists of IaH as an effective strategy for the quality of higher education.

The third article focuses on digital technologies. Souza's study *et al.* (2024) shows a significant gap in the institutional policies for the internationalization of university extension in four institutions in Santa Catarina, revealing that the predominant focus is on teaching, research, and graduate studies. This absence of clear guidelines for the internationalization of extension points to a still limited understanding of the formative potential of this academic dimension.

However, the authors highlight the relevance of extension curricularization as a strategy to integrate internationalized practices into university daily life, especially through digital technologies. These tools emerge as powerful mediators in the construction of intercultural and collaborative experiences, even in contexts of physical non-mobility. By promoting internationalization through virtual environments, digital platforms, and collaboration networks, institutions can expand access to global training, democratize knowledge, and strengthen the role of extension as a space for social transformation. Thus, IaH, articulated with digital technologies, is configured as a viable and necessary path to consolidate more inclusive, connected, and humanizing academic-formative practices.

The fourth article focuses on the object of global learning. Abba, Leal, and Finardi (2022) propose a relevant approach when dealing with "inclusive internationalization" as a structuring axis of global learning, highlighting the role of the university in promoting accessible and responsive training spaces. By defending the learning of English as a tool to expand the training and reach of educational agents, the authors touch on a strategic, but also controversial point. Although mastery of English is widely recognized as a facilitator of international insertion, its centrality can reinforce linguistic and cultural inequalities, especially in contexts where access to foreign language teaching is limited.

The proposal of an inclusive internationalization proposed by the authors requires, therefore, that we go beyond the utilitarian logic of the lingua franca,

incorporating practices that value linguistic and cultural diversity as part of citizenship formation. In this sense, IaH can be a powerful instrument, as long as it is articulated with institutional policies that recognize and address the structural barriers that still limit equitable access to internationalization in higher education.

The seventh article deals with comparative experience. Amorim and Finardi (2022), by carrying out a comparative experience between the global context and the Brazilian scenario, highlights the role of federal universities in promoting the internationalization of higher education. However, while acknowledging the advances, the authors point to the urgent need to expand policies and strategies that make this internationalization more effective and inclusive. This finding allows us to articulate the bibliographic mapping with structural problems faced by Brazilian institutions, such as the scarcity of public funding, the absence of consolidated institutional policies, the concentration of opportunities in a few courses and campuses, and the limitation of infrastructure for the development of internationalized actions.

In addition, internationalization is still, in many cases, understood as synonymous with physical mobility, which excludes a large part of the academic community from global experiences. IaH, in this context, emerges as a powerful alternative, but still little explored and disseminated in educational spaces, especially in Higher Education Institutions (HEIs) that face difficulties in integrating international dimensions into the curriculum and pedagogical practices.

Therefore, democratizing access to internationalization through IaH is configured not only as an institutional responsibility and a guarantee of the right to learning, but also as a powerful instrument for qualifying professionalization, integral training and human development. By promoting contact with different territories, cultures, and experiences, IaH contributes to broadening horizons, fostering empathy, and strengthening the construction of a critical and committed global citizenship.

In view of these first approaches identified in the texts, other emerging axes were listed, such as territorialization, the local, the global, humanization, and the contributions of internationalization. They can be identified in figure 3. Thus, the analyzed articles reveal a look at these themes.

Figure 3 – Other thematic axes emerging in the analyzed articles¹⁵.



Source: The Authors

Figure 3 visually summarizes the emerging thematic axes identified from the analysis of the articles, revealing how IaH is approached in a transversal and multifaceted way. The highlighted elements — territorialization, local, global, humanization and contributions of internationalization — represent analytical categories and also reflect tensions and possibilities present in contemporary higher education.

With regard to *territorialization*, it refers to the anchoring of internationalized practices in the specific contexts of institutions, valuing regional identities and local arrangements as a starting point for global dialogue. Regarding the *local and global*, the focus is on the interdependence between these dimensions, showing that IaH enables subjects inserted in local realities to access global experiences, knowledge and perspectives, without this implying the denial of their cultural and academic roots.

The third axis, *humanization*, was included because it highlights that internationalization should not be restricted to technical indicators or physical mobility, but rather promote intercultural encounters that favor empathy, active listening, and the integral formation of the subjects. Finally, the axis of *contributions of internationalization* points to the positive impacts of these practices, such as the strengthening of global citizenship, professional qualification, linguistic development, and the broadening of academic and social horizons.

These axes, systematized in Figure 3, reveal that IaH can be understood as a transformative, situated and plural practice, capable of resignifying the role of the

¹⁵ Caption: AI-generated image.

university in the contemporary world. Therefore, we will proceed to the analysis of the articles in these thematic axes.

Regarding territorialization, the eighth article of chart 3 authored by Abba and Streck (2021) analyzes the University Reform of Córdoba from the context of Latin America from a historical perspective and based on the contributions of internationalization. Among the analyses carried out by the authors, one of the highlights was the process of interculturality and regional integration among Latin American countries.

In this logic, Ramalho *et al.* (2021) discuss that territorialization in the educational context brings important contributions to improve the quality of education, since it is understood that the territory also impacts on formative, academic, social, cultural relations, etc. Therefore, when we analyze regional integration, we identify that the union of these territories for solidarity in internationalization actions is associated with territorialization, considering the implications of the local and the global in the university context.

In the axes on the local, the global, and humanization, Carvalho, Saes, and Meza (2023), authors of the fifth article in chart 3, bring a reflection on the experience of an extension program in southern Brazil for Ukrainian immigrants. The authors highlight the importance of valuing humanizing actions to promote internationalization, social inclusion and the role of higher education with the academic community. In this way, it is understood that the vision between the local (Brazil), the global (Ukraine) and the humanizing pedagogical strategy (extension program) show a fundamental role of IaH, the democratization of access to international experiences.

Finally, when thinking about the contributions of internationalization, Pontes Junior, Abreu, and Pereira Neto (2023), authors of the sixth article in chart 3, conduct a study in Brazil on a mapping of scholarships in the context of Capes from 1998 to 2020. In this case, the main focus of the work was on internationalization *Crossbroder*, but presents, as well as all the other selected Brazilian articles, important contributions, such as the importance of democratizing internationalization in higher education, the improvement and learning of foreign languages, various strategies in the university pedagogical context, etc.

From the analyses carried out, it is concluded that there is a significant gap in the Brazilian scientific production with regard to Ai H as a central object of investigation.

Although the theme has been touched on in several studies — sometimes as a complementary perspective, sometimes as a peripheral contribution — there is a lack of research that specifically focuses on IaH, which highlights the urgency of new studies that place it at the center of academic discussions. In view of the diversity of internationalized experiences present in Brazilian higher education, it is essential that researchers dedicate themselves to the systematization of these practices, not only to strengthen the theoretical field of IaH, but also to reveal the formative, institutional and social potential that it represents.

From a theoretical point of view, the study contributes to consolidating IaH as a relevant analytical category, capable of expanding the understanding of the internationalization processes that occur in the daily life of the university, without depending exclusively on physical mobility. By bringing together different approaches and showing how IaH is treated — or neglected — in institutional documents and scientific literature, the work offers subsidies for new studies.

On the practical level, the research points out ways to improve institutional policies of internationalization, especially with regard to the inclusion of strategies that value cultural diversity, linguistic development, citizenship education and the use of digital technologies as mediators of global experiences. By highlighting the need to expand access to internationalization, the study reinforces the role of IaH as a tool for democratizing knowledge and promoting a more equitable, critical, and humanizing higher education.

5 Final considerations

Throughout the article, it was found that internationalization in the field of higher education is configured as a broad, complex, plural and central field for human formation, the exercise of citizenship and educational quality. Among the four axes proposed by Morosini (2019), the emerging modality of internationalization at home was chosen as the object of analysis of this study. The general objective was to investigate how this modality was evidenced in the Brazilian productions published on the *Redalyc* platform, in the period from 2021 to 2024.

To answer it, three key descriptors were selected that allowed mapping the academic production on the subject. Based on this survey, a state of knowledge was

carried out that showed a greater concentration of studies in Latin American countries, especially Brazil, Colombia, Mexico and Costa Rica.

The mapping and full reading of the articles allowed us to identify inconsistencies in the searches, such as the duplicity of publications in different key descriptors, the presence of studies unrelated to the object of study, and the inclusion of foreign authors who published in Brazilian journals. In addition, the low production on IaH in the analyzed database was one of the limitations of the study. Two major analytical categories were generated. One focused on the state of knowledge from a Latin American perspective and the other on the Brazilian context. Thus, among the main findings of the research, it was identified that:

- a) internationalization is understood by Brazilian authors as an important action for the promotion, development and effectiveness of the quality of higher education;
- b) the IaH is tangential in most of the articles analyzed, which reveals the need for further study and new databases, to identify whether the scenario remains similar or whether there are larger publications that address the topic effectively;
- c) humanizing pedagogical strategies are identified in the productions, but not directly in the bias of IaH, but in the general scope of internationalization;

Among the humanizing pedagogical strategies that can be aimed at IaH, the predominant focus was on the training of subjects in the context of foreign language learning; realization of international (virtual) experiences and experiences; training of higher education professionals for the learning of internationalization for the future training of students. From the emerging results — which indicated low representativeness of IaH in the *Redalyc database*, in addition to the recurrence of inconsistencies in searches, such as duplication of articles, presence of works unrelated to the object of study and foreign authors linked to Brazilian journals — it becomes evident the need to expand searches to other databases. This expansion was not carried out in this study due to the previously established methodological delimitation, which aimed to ensure focus and feasibility in the initial analysis. However, it is recognized that the inclusion of other sources can significantly enrich the understanding of the phenomenon in more diverse and complementary contexts.

laH reveals itself as a humanizing pedagogical strategy by promoting the encounter between cultures, knowledge and experiences that transcend geographical borders. By stimulating intercultural dialogue, empathy and the recognition of otherness, it contributes to the formation of subjects who are more aware, critical and committed to democratic values and citizen actions. In this sense, laH is not limited to a technical or institutional dimension; It is deeply inserted in the functioning of society and the university by tensioning educational practices, curricula and academic policies, proposing an education focused on the world and on the other.

Its impact on citizen and humanizing actions is precisely due to its ability to broaden horizons, deconstruct stereotypes and foster a more supportive and collaborative worldview. By integrating laH as a structuring part of university education, it contributes to the construction of a university more committed to social justice, equity and the integral formation of subjects.

As propositions, it is understood that it is important that researchers can expand the present study through new states of knowledge, states of the art, systematic reviews, case studies, etc. It is necessary to deepen the thematic axes presented here, such as territorialization, digital technologies, professionalization, global learning, extension, policies, active methodologies and other emerging themes today. From the investment in the production of these new studies, the educational area and the field of laH will advance in the humanizing and citizen direction.

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