Internationalization at Home (IaH) in universities: recent scientific research

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Internationalization at Home (IaH) as an axis at UEM-IntLab

At UEM, our initial efforts in the Internationalization Laboratory were to think about a framework for our own comprehensive internationalization. We adapted the ACE's model to our reality, considering seven different axes: 03 crosscut axes (languages & capacity building; communication & IT; and "the rules of the game"), and 04 focal axes (research and graduate programs; mobility; community engagement; and internationalization at home) (Figure 1).

Figure 1: UEM-IntLab model
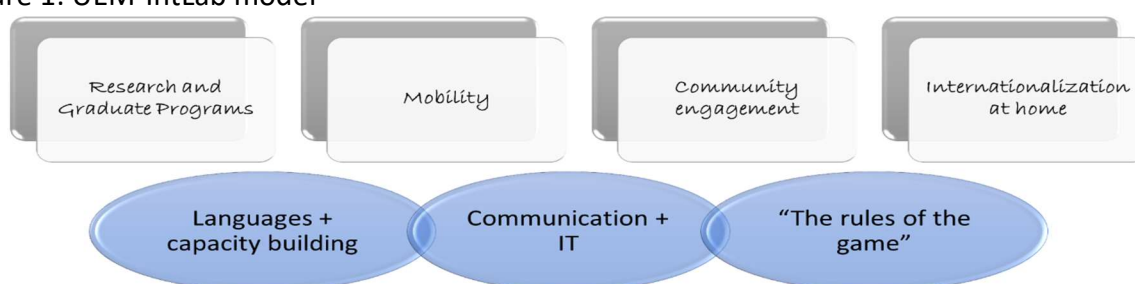
Internationalization at Home (IaH): What is it?

From all axes, perhaps International at Home (IaH) is the trickiest: the concept is not well-known; the predominant approach focuses on mobility / "study abroad"; the range of possibilities when it comes to IaH makes people confused about what internationalization is and what it is not. We could understand that it requires a paradigm shift, so as the comprehensive internationalization model.

This year, the pandemic brought to light the fragilities of the predominant model, opening room for deeper discussions on IaH. In fact, IaH has gained importance in recent debate about internationalization of higher education all over the world. Themes such as internationalization of the curriculum, collaborative virtual activities, virtual mobility, and other discussions on international issues are hot topics now.

This report was prepared to help our faculty, staff, students, and managers to understand IaH, from a scientific perspective. We aim to show how the scientific community have recently brought that theme into scientific publications. More specifically, this report was prepared to subsidize discussions about IaH at the International Office and at the Laboratory of Internationalization of the State University of Maringá (UEM-IntLab). It does not intent to bring a deep analysis of the network[1], but it just brings first insights about IaH in scientific research.

We conducted a survey in Web of Science (WoS) and Scopus databases, considering publications in the last 10 years (2010-2019) on IaH and related terms, such as internationalization on campus.[2] Output showed 84 publications in WoS, and 95 results in Scopus, which resulted in 120 publications, after removing duplicates.

Descriptive statistics shows that research on the topic has increased in recent years, especially since 2017 (Appendix A). Publications are in a wide range of fields of knowledge, from education to engineering, and from social sciences to biochemistry. Finally, authors in developed countries (European countries, Australia, and the USA) are responsible for most of the publications. Among developing countries, China is the one that appears more frequently, followed by Brazil, Russia and Mexico. After a previous analysis of publications' title, abstract and keywords, we standardized keywords and built a network with the top 70 keywords. Figure 2 shows the keyword network.

Before discussing the network, we bring a well-accepted definition of IaH:

> **"Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments."[3]**

IaH is linked to the idea of inclusive internationalization, in the sense of giving the opportunity of global learning for all students, and not only for those studying abroad. It may also include local culture and ethnic groups, in the way of helping students to reach international and intercultural learning. One of the main ideas is that such competencies give students – future professionals - the skills to perform smoothly and deal with adversities at workplace, favoring employability. Other key aspects are diversity, tolerance, and citizenship.

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[1] A scientific full paper is under elaboration.

[2] Search terms in the titles, keywords, and abstracts.

[3] Beelen J., Jones E. (2015) Redefining Internationalization at Home. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) The European Higher Education Area. Springer, Cham. https://doi.org/10.1007/978-3-319-20877-0_5

Figure 2: Keyword network: publications on IaH at WoS and Scopus Databases (2010-2019)
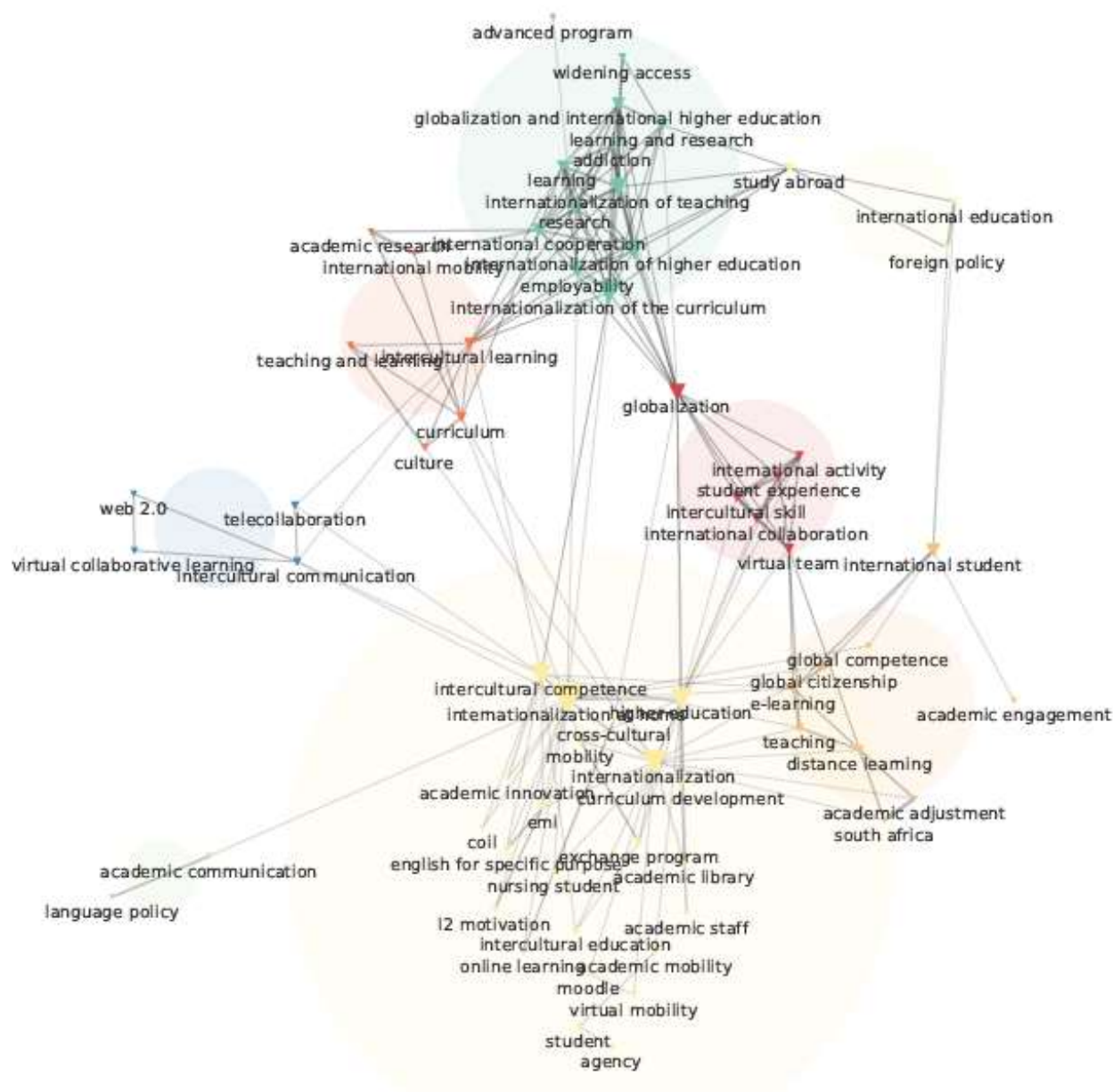
And what can we see in that network?

The map confirms the wide scope of IaH in scientific research. The network highlights links of IaH with **internationalization**, **higher education**, **globalization**, **intercultural competence,** and **internationalization of the curriculum** as main keywords (large triangles). Keywords formed eight different groups, with a strong relation among those keywords in each colored circle. At first glance, we can bring some relevant aspects into consideration:

The **components of internationalization** (**global-, intercultural-, international-)** are highly present on the map, in different aspects: teaching and learning; the development of skills, capabilities and competencies; communication; research; among others.

Interculturality is highly displayed, in different groups and aspects: cultural / cross-cultural / intercultural education, learning, communication, competencies and skills, which means IaH can promote this important component of Internationalization.

Internationalization of the curriculum and **international cooperation** are linked to **employability**, **learning** and **research**, indicating that IaH is a means of promoting the university role in research, teaching and extension, and achieving institutional missions and goals.

Digital tools and virtual activities are related to **academic innovation** (e.g. Collaborative Online International Learning - COIL, virtual mobility, telecollaboration, moodle, web 2.0 and e-learning). It points out the importance of capacity building and professional development for IaH.

The emergence of **language issues**, such as English as a Medium of Instruction (EMI), L2 motivation, English for specific purpose and language policy, indicates the importance of **language capacity buildin**g for promoting IaH and specific actions such as **COIL** and **virtual mobility**.

Study abroad, international education and academic/international **mobility** appears either as a contrast of IaH or a mechanism to enhance IaH. It reflects the importance of promoting IaH through different mechanisms and activities, including international mobility (e.g. promoting events for students to share their international **student experience** with the university community).

Finally, the map suggests that IaH promotes **academic adjustment** and **academic engagement**, which may result in **global competence** and **global citizenship**. It also means that the promotion of IaH requires changes at academic level, demanding institutional effort and commitment.

So, what could be done?

To conclude, we bring some examples of actions for promoting IaH:

- ✓ To change university legislation and rules to motivate faculty engagement on internationalization and IaH
- ✓ To promote language capacity building for international interactions and courses in foreign languages
- ✓ To promote capacity building in teaching methodology more connected to international models (e.g. flipped classroom and active learning)
- ✓ To promote capacity building in digital and virtual tools for motivating virtual activities (e.g. MOOC, plataforms)
- ✓ To promote conferences for international speakers to share their experience and expertise on some subject with academic community
- ✓ To promote activities for students to share their international mobility experiences with university community

- ✓ To insert transversal disciplines to discuss global issues (e.g. sustainable development goals, xenophobia and political ideologies, global migration, platform capitalism) in undergraduate and graduate curricula
- ✓ To incentivize professors to adopt international bibliography in their undergraduate and graduate courses
- ✓ To incentivize professors and students to value international students' experience sharing in class and academic activities
- ✓ To incentivize professors and students to value the international experience sharing by students that were in international mobility
- ✓ To incentivize professors and students to value intercultural experience sharing in class and academic activities (including ethnic and religious ones)
- ✓ To motivate professors to ask students to research how different countries and cultures deal with some specific problem raised during class
- ✓ To incentivize professors to have international speakers during undergraduate and graduate courses
- ✓ To promote projects and programs for virtual activities, such as virtual mobility and COIL.

Appendix A - Descriptive statistics of publications on IaH: Web of Science (WoS) and Scopus surveys (2010-2019)

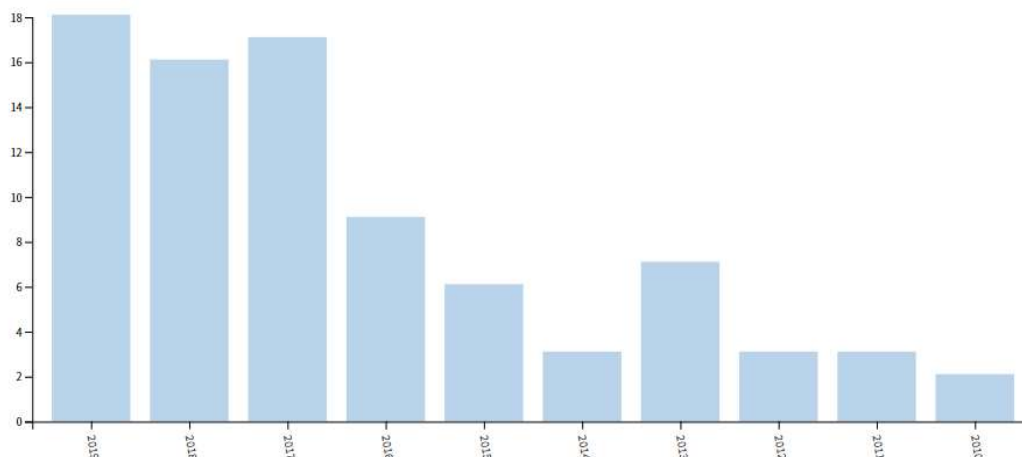Figure A1: Number of publications per year – WoS database

Figure A2: Number of publications by field of knowledge - WoS database

Figure A3: Number of publications by country or territory – WoS database

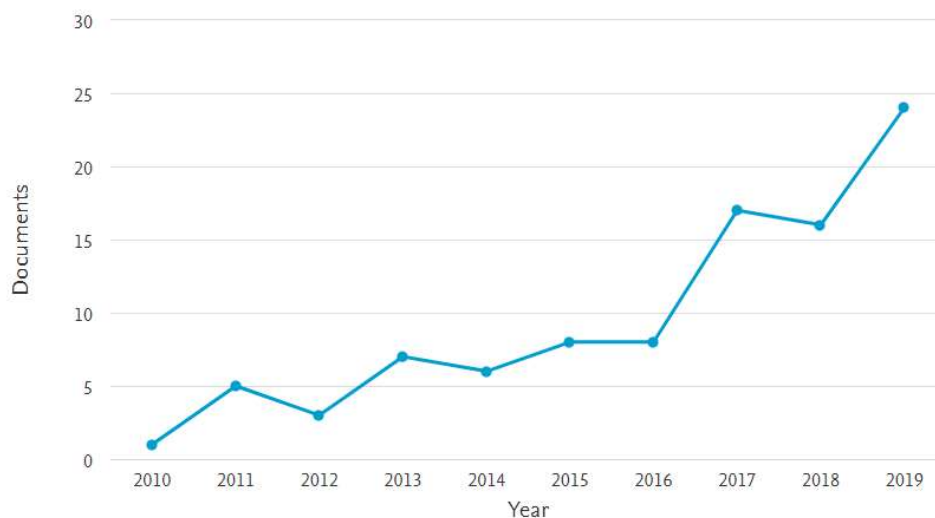Figure A4: Number of publications per year – Scopus databse

Figure A5: Number of publications by field of knowledge – Scopus Database

Social Sciences	84	Computer Science	4
Arts and Humanities	13	Economics, Econometrics and Finance	4
Business, Management and Accounting	11	Psychology	3
Engineering	6	Biochemistry, Genetics and Molecular Biology	1
Nursing	5		

Figure A6: Number of publications by country or territory – Scopus Database