

INTERNATIONALIZATION IN STRICTO SENSU GRADUATE EDUCATION: CONSEQUENCES ON EVALUATION

Lilian Mendonça de Oliveira
Ranilce Guimarães-Iosif
Sinara Pollom Zardo
BRASÍLIA-BRAZIL

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KEY QUESTION

How has the proposal of internationalization been implemented in two *Stricto Senso* graduate programs in a private higher education institution in Brazil and what are its consequences on the program evaluation?

GOALS

Verifying, in the context of practice, how managers and two programs teachers translate the National Policy on Graduate Studies Evaluation (NPGSE) internationalization proposals at their institution;


Analyze how stakeholders perceive the impact of their internationalization activities in the CAPES evaluation.



CAPEX AND INTERNATIONALIZATION

CAPEX

Coordination for the Improvement
of Higher Education Personnel



METHODOLOGY

This is a qualitative (CRESWELL, 1998) case study (YIN, 2001) that is based on the method of policy cycle analysis (BOWE, BALL, GOLD, 1992; Ball, 1994);

Research Scope: Two *Stricto Sensu* graduate programs at a private higher education institution in the Midwest Region. One with a score of 4 and another a 5 in the evaluation of 2012;

Procedures used: document analysis, semi-structured individual interviews and mixed questionnaire;

Participants: 2 Administrators / Lecturer; 1 Institutional Administrator and 18 teachers;

Data processing: Content Analysis (Bardin, 2010) and the Statistical Package for Social Sciences (SPSS).

RESULTS

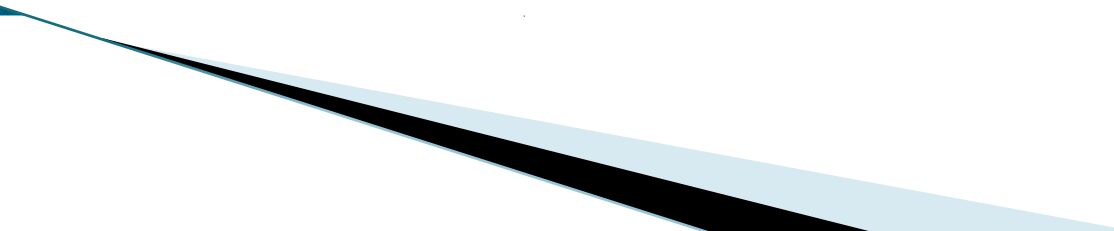
Different concepts of internationalization:

Program with a score of 5 - more competitive vision

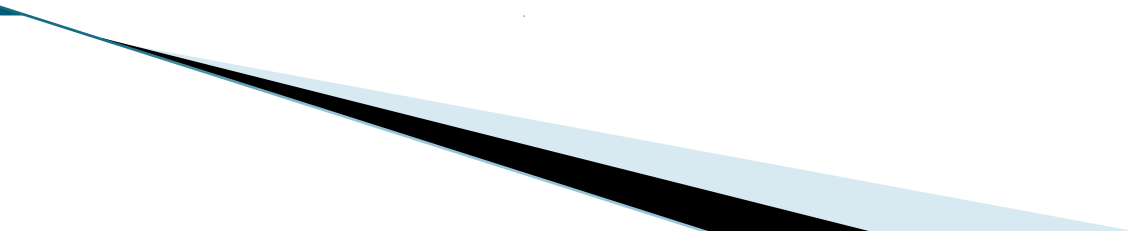
Program with a score of 4 - more collaborative vision

"Internationalization, for me, is the program's participation in international activities with international institutions and researchers in the following two aspects: research and teaching" **(PROFESSOR II PROGRAM SCORE 5)**

"So in the academic community this was seen as inter-university research projects, teacher exchanges between universities, student exchanges and, obviously, as a result of all this, an exchange of cultures, values, attitudes, behaviors, and knowledge as well." **(PROFESSOR IV , PROGRAM SCORE 4)**



PLANNING AND IMPLEMENTATION OF INTERNATIONALIZATION ACTIVITIES



DIFFICULTIES IN THE PROCESS OF INTERNATIONALIZATION

FINDINGS:

Lack of funding is common in both programs;

The gap in English proficiency is more latent in the program with the score of 4;

main obstacle, of course, is the lack of resources for this. And we are certainly noticing that. **(FACULTY I PROGRAM SCORE 4);**

at university level it is very complicated, the students have little proficiency in a foreign language [...]. **(FACULTY II PROGRAM SCORE 4);**

think so, a very few times I met students with resistance to read material in English... "Professor, but I want a book in Portuguese." "Not available!" (Laughs) And sometimes I include a little book in Portuguese. **(FACULTY II PROGRAM SCORE 5).**

INTERNATIONALIZATION AND THE CAPES PROGRAM EVALUATION

FINDINGS:

The criterion "publication" and the Qualis CAPES classification are the main measurements of internationalization.

the doctorate program to maintain a minimum score, that is a 5, it must have a minimum of internationalization, **(FACULTY I PROGRAM NOTE 5)**

particular, the most weighted element is the academic production. This is linked to research projects. And then enters the internationalization process. **(MANAGER, PROGRAM NOTE 4)**

Capes as a whole highlighted the importance of internationalization, one of the points that was considered very important, or weighted, was the publication in scientific journals. **(FACULTY II PROGRAM NOTE 5)**

**Table 2 - Publications in foreign languages according to Qualis
CAPES**

A1	-	-
A2	4	1
B1	3	-
B2	5	-
B3	-	-
B4	-	-
B5	6	-
C	-	4

Source: CAPES, 2014

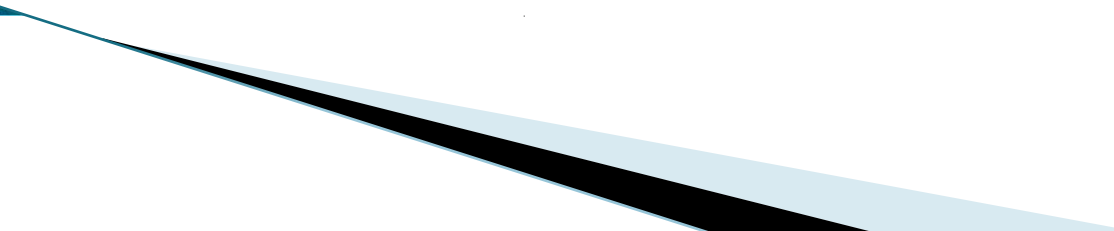
CONCLUSIONS

The lack of a clear policy and guidelines that provide an institutionalized international culture makes each program develop its own internationalization model with mixed results;

Universities need to create a financing fund for their students and teachers;

Although there is a greater amount of internationalization in program that received a score of four, the papers published by the program that received a score of five appeared in more prestigious journals internationally (in the Qualis CAPES system), and this represented a decisive factor in obtaining a higher score;

A more significant international insertion demands sending more students abroad to pursue a doctorate, attract more foreign students and visiting researchers, and increase the number of publications with foreign institutions.





Thank you very much!

Muito obrigada!

Email aqui

lilianlip3@gmail.com