

# LETTER FROM THE EDITOR - SPECIAL ISSUE: INTERNATIONALIZATION OF HIGHER EDUCATION

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Dear SFU Educational Review community,

First of all, I would like to thank the editorial team of SFU Educational Review, Dr. Poh Tan (editor-in-chief), Jacky Barreiro (associate editor), and Daniel Ferraz (managing editor) for their support and work in this special issue.

During my period as a visiting PhD student at SFU in 2017, I had the pleasure of meeting Dr. Tan. Since then, we have been reflecting on our own experiences with international academic collaborations. Both of us, one as scholar from the Global South working in Canada and Brazil and the other, as a Global North researcher with projects in Brazil, have lived the excitement and challenges of working across multilingual and diverse academic cultures. Thus, proposing the topic for this special issue was a natural outcome of our experiences and my own research in the field of International Education and Applied Linguistics.

The editorial team immediately came on board and supported the idea of a multilingual issue to gather thematic work in the field. The main goal was to have contributions from emerging and established scholars located in the periphery and semi-periphery of geolinguistic and knowledge production regions. The adoption of a global perspective to include dominant and non-dominant groups that are part of higher education (HE) was key. The preparation of this issue was a challenging and valuable experience. It was a real “journey” into the internationalization of academic knowledge production, communication, and the inclusion of multilingual scholars in the global scenario (Ammon, 2012<sup>1</sup>; Baumvol, 2018<sup>2</sup>; Flowerdew, 2013<sup>3</sup>; Hyland, 2015<sup>4</sup>).

The principles of inclusion, equality, and cooperation for the internationalization of HE (UNESCO, 2009<sup>5</sup>) guided the conceptualization of this issue. I would especially like to acknowledge the generosity of the outstanding scholars whose anchor papers and interviews add immensely to the discussions around internationalization here presented. The scholarship

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<sup>1</sup> Ammon, U. (2012). Linguistic inequality and its effects on participation in scientific discourse and on global knowledge accumulation - With a closer look at the problems of the second-rank language communities. *Applied Linguistics Review*, 3, 333–355.

<sup>2</sup> Baumvol, L. K. (2018). *Language practices for knowledge production and dissemination: the case of Brazil* (Doctoral dissertation). Universidade Federal do Rio Grande do Sul, Porto Alegre.

<sup>3</sup> Flowerdew, J. (2013). English for research publication purposes. In B. Paltridge, & S. Starfield (Eds.), *The handbook of English for specific purposes* (pp. 301–322). Chichester: Wiley.

<sup>4</sup> Hyland, K. (2015). *Academic Publishing: Issues and challenges in the construction of knowledge*. Oxford University Press.

<sup>5</sup> UNESCO (2009). *World Conference on Higher Education 2009* (Final report). Paris: United National Educational. Retrieved from <http://unesdoc.unesco.org/images/0018/001892/189242e.pdf>

featured is divided into five sections: invited papers, interviews, articles, book reviews, and a report.

The first section displays the important contribution of Dr. Hans de Wit, Professor and Director of the Center for International Higher Education at Boston College, USA, one of the most prominent researchers in the field of internationalization of HE. His anchor paper poses critical questions and reflections about the challenges and tensions of cooperation *versus* competition currently faced in HE. The second invited article is from Dr. Kumari Beck and Dr. Roumiana Illieva, Associate Professors at the Simon Fraser University Faculty of Education. Based on data collected in a Western Canadian University, their article provides guidelines for actions towards more principled internationalization practices, such as the incorporation of diverse knowledges, scholarships, and traditions and stakeholders' equitable and reciprocal engagement in research and educational partnerships.

The second section displays two interviews with leading scholars in the field of internationalization of HE. The first interview is with Dr. Jane Knight, Adjunct Professor of the Ontario Institute for Studies in Education, University of Toronto and Distinguished Visiting Professor at the University of Johannesburg. As a foundational researcher in the field, Dr. Knight offers a valuable in-depth perspective on the increasing and underexplored topic of International Program and Provider Mobility (IPPM). This being a written interview, Ed Review chose to take a new approach to recognize Dr. Knight's formal written contributions to address important questions about internationalization of HE. The second interview is with Dr. Jos Beelen, Professor of Global Learning at The Hague University of Applied Sciences, the Netherlands, whose contribution to the field has been immensely appreciated internationally. This interview is presented in the form of a video, emphasizing multimodal academic knowledge dissemination, and focuses on the development and future directions of Internationalization at home (IaH), a key strategy that allows for a more equitable internationalization in English and non-English dominant contexts.

The third section presents five articles from a variety of perspectives on internationalizing HE in multiple contexts. Haseyama and Takahashi present an autoethnographic case study based on interdisciplinary and critically internationalized analytical lenses of the teacher candidates. Through postcolonial and decolonial perspectives, Piccin and Finardi reflect on criticisms raised against global citizenship education (GCE). Guimarães et al. suggest the incorporation of emerging and inclusive IaH approaches, such as COIL (Collaborative Online International Learning) and the Intercomprehension approach (IA) that aim to provide an alternative to hegemonic internationalization practices. Based on theoretical frameworks from sociology, political economics, and decolonial studies, Abba and Streck analyze the contributions of critical interculturality to the development of an alternative notion of educational internationalization in Latin America. Finally, Silva, Pereira, and Araújo examine the conceptualization of internationalization and the language policies of a Brazilian university's Internationalization Plan (IP) through a content analytical methodology.

The fourth section of the issue features three book reviews written by PhD students from different geolinguistic and cultural backgrounds. Marine Matte presents a review of the book "Language learning and use in English-medium higher education" (2017), written by Blaj-Ward. Connie James reviews the book "The Globalization of Internationalization" (2017) edited by de Wit, Gacel-Ávila, Jones and Jooste. Finally, Thiago Veronez and Daniela Ferreira review the book "English in the South" (2019), organized by Finardi

The final section is a report on how international education at SFU positively impacted a group of Vietnamese students who applied what they learned to their home institution. Twenty years later, these students returned to SFU as scholars and accomplished university administrators to share how disrupting boundaries and promoting internationalization can have positive impacts on educational systems. Lastly in this section, my friend, colleague and fellow scholar, Dr. Tan will transition her position as Editor-in-Chief to another emerging scholar in the Faculty. She shares her experiences of journal publishing, and reflections on relationships she built with SFU Faculty and most importantly, creating long-lasting friendships with her editorial team from the past four years.

To conclude, we are pleased to present this collection of remarkable and diverse scholarship to the education community.

Sincerely,



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