



**9th ECDDAY**  
**English, Culture and Diversity Day**

**Internationalization at home and abroad**

Figure 1. The dimensions of global competence



# Qualities of a graduate

[...] the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but **go beyond, the disciplinary expertise or technical knowledge** that has traditionally formed the core of most university courses.

# Graduate capabilities linked to internationalization of the curriculum found on University websites all over the world

- knowledge of other cultures and times and an appreciation of cultural diversity
- responsiveness to national and international communities
- the ability to work effectively in settings of social and cultural diversity
- a capacity to work effectively in diverse settings and to relate well to people from diverse backgrounds
- global perspectives—the ability to understand and respect interdependence of life in a globalized world
- international perspectives and competence in a global environment
- international perspectives as a professional and as a citizen

**Table 5.1** Indicators of Graduate Quality 7

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<i>Indicator</i>	<i>A graduate who demonstrates international perspectives as a professional and a citizen will ...</i>
7.1	display an ability to think globally and consider issues from a variety of perspectives
7.2	demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives
7.3	appreciate the relation between their field of study locally and professional traditions elsewhere
7.4	recognize intercultural issues relevant to their professional practice
7.5	appreciate the importance of multicultural diversity to professional practice and citizenship
7.6	appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships
7.7	value diversity of language and culture
7.8	appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional area
7.9	demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities

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# Defining Internationalization of HE

1992	Arum and Van de Water	The multiple activities, programs, and services that are included in international studies, international educational exchanges, and technical cooperation.
1994	Knight	The process of integrating an international and intercultural dimension into the teaching, research, and services functions of an institution.
1997	Van der Wende	Any systematic effort to make higher education responsive to the demands and challenges related to the globalization of societies, the economy, and labor markets.
2002	Soderqvist	A process of moving from a national institution of higher education to an international institution of higher education, leading to the inclusion of an international dimension in all aspects of its holistic management, in order to improve the quality of teaching and learning, and achieve the desired skills.

Comprehensive internationalization is a **commitment**, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It **shapes institutional ethos and values and touches the entire higher education enterprise**. It is essential that it be embraced by institutional leadership, governance, faculty, **students**, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization is the **planned, strategic integration of international, intercultural, and global** dimensions into the ethos and outcomes of higher education.





Articulated  
institutional  
commitment



Administrative  
leadership,  
structure, and  
staffing



Curriculum,  
co-curriculum,  
and learning  
outcomes



Faculty policies  
and practices



Student  
mobility



Collaboration  
and  
partnerships

**COMPREHENSIVE INTERNATIONALIZATION**

Source: American Council on Education (<https://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>)

## Some expected benefits of internationalization of HE

- improve student preparedness
- internationalise the curriculum
- enhance the international profile of the institution
- strengthen research and knowledge production
- diversify its faculty and staff
- It can spur on strategic thinking leading to innovation, offer advantages in modernising pedagogy, encourage student and faculty collaboration and stimulate new approaches to learning assessments.
- Students and educators can gain a greater awareness of the global issues and how educational systems operate across countries, cultures and languages.
- Research is inherently internationalised through collaborations and partnerships amongst teams, and most scientific projects can no longer remain nationally-bound.

# Why internationalisation matters for HE institutions Internationalization

It enables higher education institutions to:

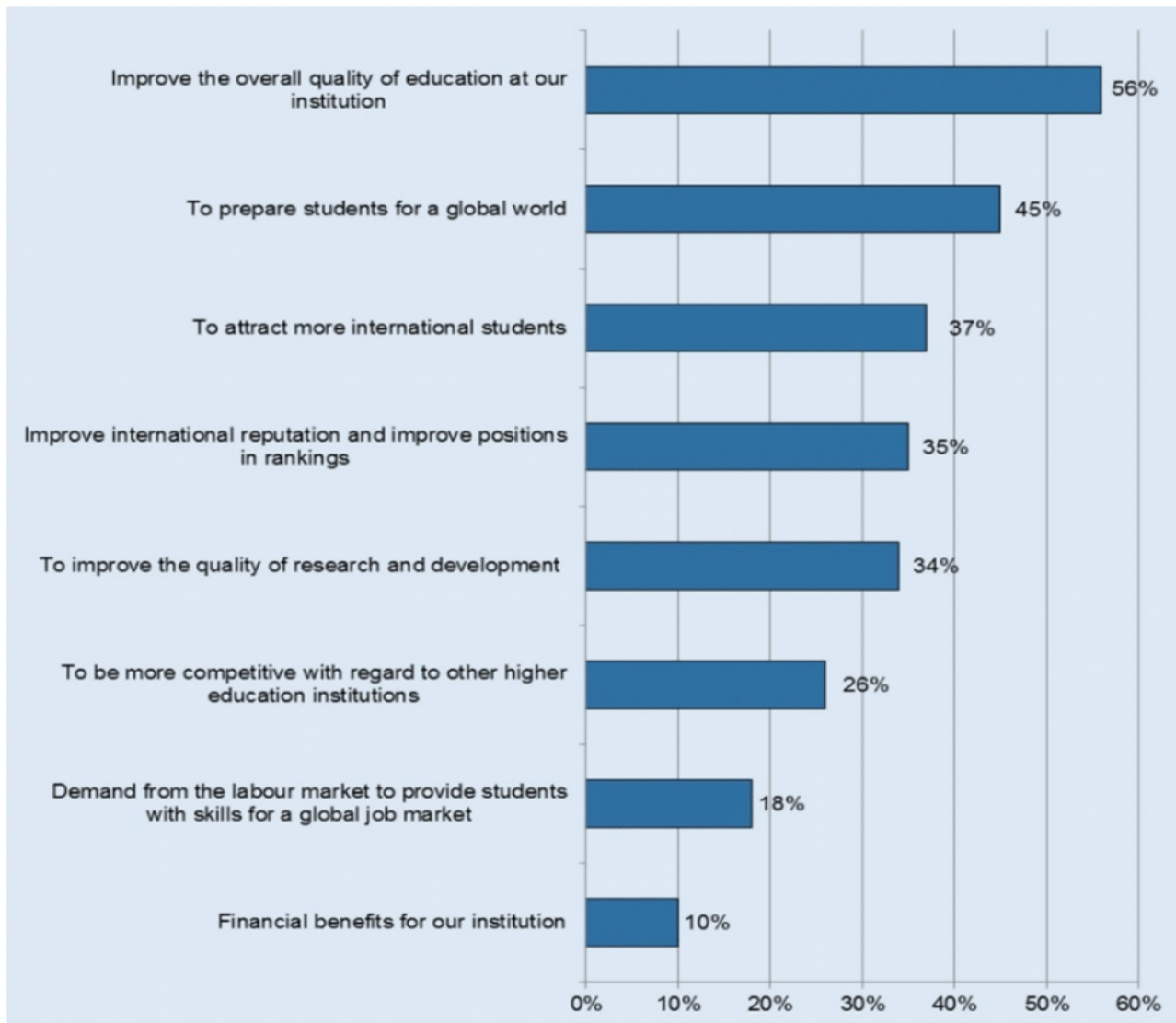
- increase national and international visibility
- leverage institutional strengths through strategic partnerships
- enlarge the academic community within which to benchmark their activities
- mobilise internal intellectual resources
- add important, contemporary learning outcomes to student experience
- develop stronger research groups

# Why internationalisation matters for governments Internationalisation

It enables governments to:

- develop national university systems within a broader, global framework
- produce a skilled workforce with global awareness and multi-cultural competencies
- use public higher education funds to promote national participation in the global knowledge economy
- benefit from trade in education services

**Figure 5: What are the most important reasons for your institution to focus on internationalisation? – EAIE Barometer; EHEA average (8 most common answering options)**



**Table 1: Three top-ranked benefits of internationalisation – regional results – IAU  
4th Global Survey**

	Global	Africa	Asia and Pacific	Europe	Latin America and Caribbean	Middle East	North America
Increased international awareness of / deeper engagement with global issues by students	<b>1</b>		<b>1</b>	<b>3</b>	<b>3</b>		<b>1</b>
Improved quality of teaching and learning	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>
Enhanced international cooperation and capacity-building	<b>3</b>	<b>2</b>		<b>2</b>		<b>2</b>	
Strengthened institutional research and knowledge production capacity		<b>1</b>	<b>3</b>			<b>3</b>	
Enhanced internationalisation of the curriculum							<b>2</b>
Enhanced prestige/profile for the institution							
Increased international networking by faculty and researchers					<b>1</b>		
Increased/diversified revenue generation							
Opportunity to benchmark/compare institutional performance within the context of international good practice							
Other							

# Internationalization at home

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.

Jos Beelen and Elspeth Jones, 2015

Internationalization of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.

# So what does this mean in practice?

**1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.**

laH is not to be considered a substitute or a 'second-best option' for students who may not be internationally mobile during their studies.

**1. Moves beyond electives or specialised programmes.**

laH does not merely target students who may already be interested, but the entire student cohort. Elements of internationalisation are integrated systematically into the compulsory curriculum.



**3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.**

International and/or intercultural dimensions are integrated into learning outcomes within the discipline, eg “In diverse teams, students are capable of debating the local as well as global impact of relevant risk management strategies.”

**4. Is supported by informal (co-)curriculum activities across the institution.**

As learning not only takes place within formal classroom settings, more informal activities, such as intercultural communication workshops, buddy programmes, language tandems, service learning activities or cultural programmes lend substantial strength to IaH and can help deliver comprehensive internationalisation.

## **5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.**

In this respect, IaH is strongly learner-oriented. Using cultural diversity as a classroom resource includes finding ways of integrating experiences and knowledge of both internationally mobile students and local students from diverse backgrounds.

## **6. Creates opportunities for student engagement with 'cultural others' in local society.**

IaH motivates students to seek 'the intercultural' as well as 'the international', and to acknowledge effects of globalisation, migration, and cultural diversity on their doorstep. Formal learning scenarios, such as community research projects, might go hand in hand with service learning, excursions, or class visits by community members.

**7. Involves all staff, not only academics and international officers.**

Since teaching and the curriculum are at the heart of IaH, teaching staff and academics play a crucial role and need to take ownership over IaH measures. However, they also need support from colleagues across the university.

**8. May or may not include teaching in English or another lingua franca.**

IaH entails a shift in orientation, not merely translation of an existing curriculum. The adoption of new viewpoints and consideration of global contexts is not language-dependent and may be delivered either through local language or English-medium programmes.

## **9. Can include virtual mobility through online working with partner universities.**

Virtual collaborations, shared teaching materials or even low-threshold activities such as virtual guest lectures expand perspectives in classroom discussions and sensitise students to other forms of knowledge production as well as modes of conducting scientific research. Students gain access to knowledge and material not available on their home campus or, in more collaborative formats, enhance their communicative and social skills.

## **10. Fosters purposeful engagement with international students.**

In both formal and informal learning settings, teaching activities and assignments are designed to stimulate exchange and collaboration among students from diverse backgrounds, whether they are 'domestic' or international. Successful IaH does not depend on the presence of international students.

# Global trends and recommendations for the future of the internationalization of HE

- Stimulate global learning for all, by paying more attention to the **internationalization of the curriculum, COIL, internationalizing teacher education, and foreign language education.**
- Integrate internationalization initiatives with efforts to reach the **Sustainable Development Goals (SDGs).**
- Develop a more **Inclusive and social internationalization** that addresses ethical concerns, instead of being exclusively focused on revenue, soft power, and excellence.
- Stimulate **foreign language, intercultural competence** and global citizenship education.
- Integrate **global, regional, national, and local** dimensions.

- Integrated internationalization into the curriculum, make use of new technological opportunities, and **stimulate carbon-neutral forms of mobility.**
- Diversify the international student body to achieve a more **international classroom environment** and avoid economic risks.
- Stimulate and facilitate the **participation of disadvantaged groups in mobility**, such as indigenous and other ethnic groups, refugees, and immigrants.
- Strengthen the relationship between **internationalization of K–12 and tertiary education.**
- Strive for a more **comprehensive approach**, integrating the different dimensions of internationalization.
- **Reduce the over commercialization of internationalization** and better regulate and control for-profit companies and institutions that have come to prominence.

# Internationalization of the curriculum: UFU's perspective

- a) **incorporação de temas internacionais** nas aulas de graduação e pós-graduação e vinculação com os ODS
- b) oferta de **módulos, disciplinas ou cursos em língua estrangeira**, nas áreas prioritárias definidas pela Universidade
- c) oferta de **módulos ou disciplinas em consórcio com instituições estrangeiras**
- d) **reconhecimento de carga horária e de diplomas** obtidos no exterior
- e) **desenho curricular que permita ou estimule dupla titulação**, com instituições parceiras de excelência, nas áreas prioritárias definidas pela Universidade, em todos os níveis de ensino

COMMENT · 03 OCTOBER 2018

## Craft metrics to value co-production

To assess whether research is relevant to society, ask the stakeholders, say Catherine Durose, Liz Richardson and Beth Perry.

[Catherine Durose](#) , [Liz Richardson](#) & [Beth Perry](#)

**“Not good on paper:** There are now many examples of work co-produced by local partnerships that address health inequalities or environmental and social injustice. Today’s ‘publish or perish’ system in academia vastly undervalues outputs from such projects, which often don’t come in the shape of a paper.”



# Rankings, ODS and Social Impact

- Evaluation processes tend to favor the impact of the scientific dimension, evaluated primarily by **publications**
- The prioritization of impact indicators of scientific production and others focused on the academy limit the understanding of its results to the university environment and **do not fully reveal the contribution of the university to the society that finances it**
- Questions about the need for **greater interlocution between universities** and society are not restricted to the Brazilian reality
- Engagement with other sectors of society and the economy is an essential component of the **university's social legitimacy**



# UNIVERSITY OF SÃO PAULO AND THE IMPACT RANKINGS

7



**AFFORDABLE AND  
CLEAN ENERGY**

**5ª Posição global**

Assegurar o acesso à energia barata, confiável, sustentável e moderna para todos.

1



**NO  
POVERTY**

**12ª Posição global**

Erradicação da pobreza de todas as formas em qualquer lugar.

15



**LIFE  
ON LAND**

**22ª Posição global**

Proteger, restaurar e promover o uso de ecossistemas terrestres sustentáveis, gerenciar florestas de maneira sustentável, combater a desertificação, parar e reverter a degradação da terra e interromper a perda da biodiversidade.

2



**ZERO  
HUNGER**

**27ª Posição global**

Acabar com a fome e garantir o acesso de todas as pessoas, em particular os pobres e pessoas em situações vulneráveis, incluindo crianças, a alimentos seguros, nutritivos e suficientes durante todo o ano

# The university as a social institution: the SDG in the Brazilian context

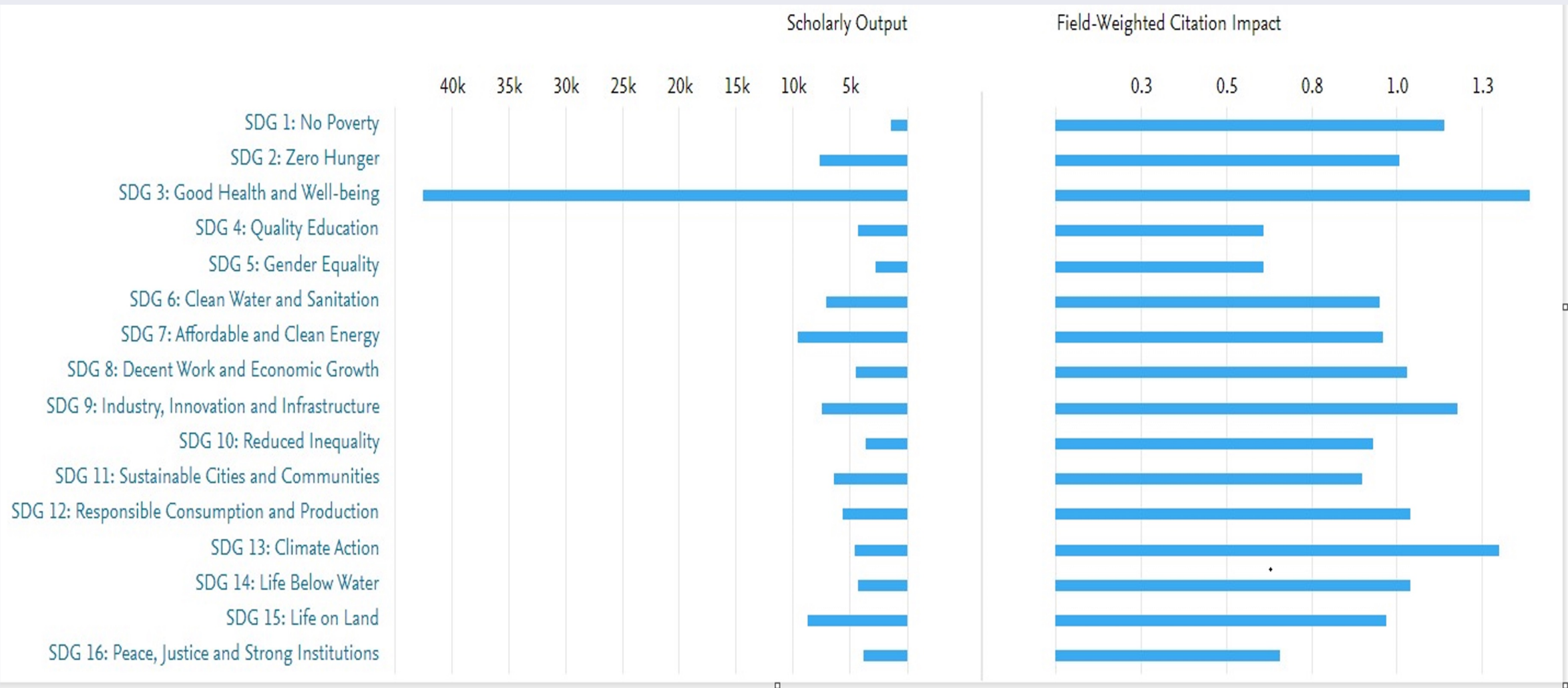


Art. 4 Extension activities must make up at least 10% (ten percent) of the total student curricular workload of undergraduate courses, which must be part of the curricular matrix of the program.

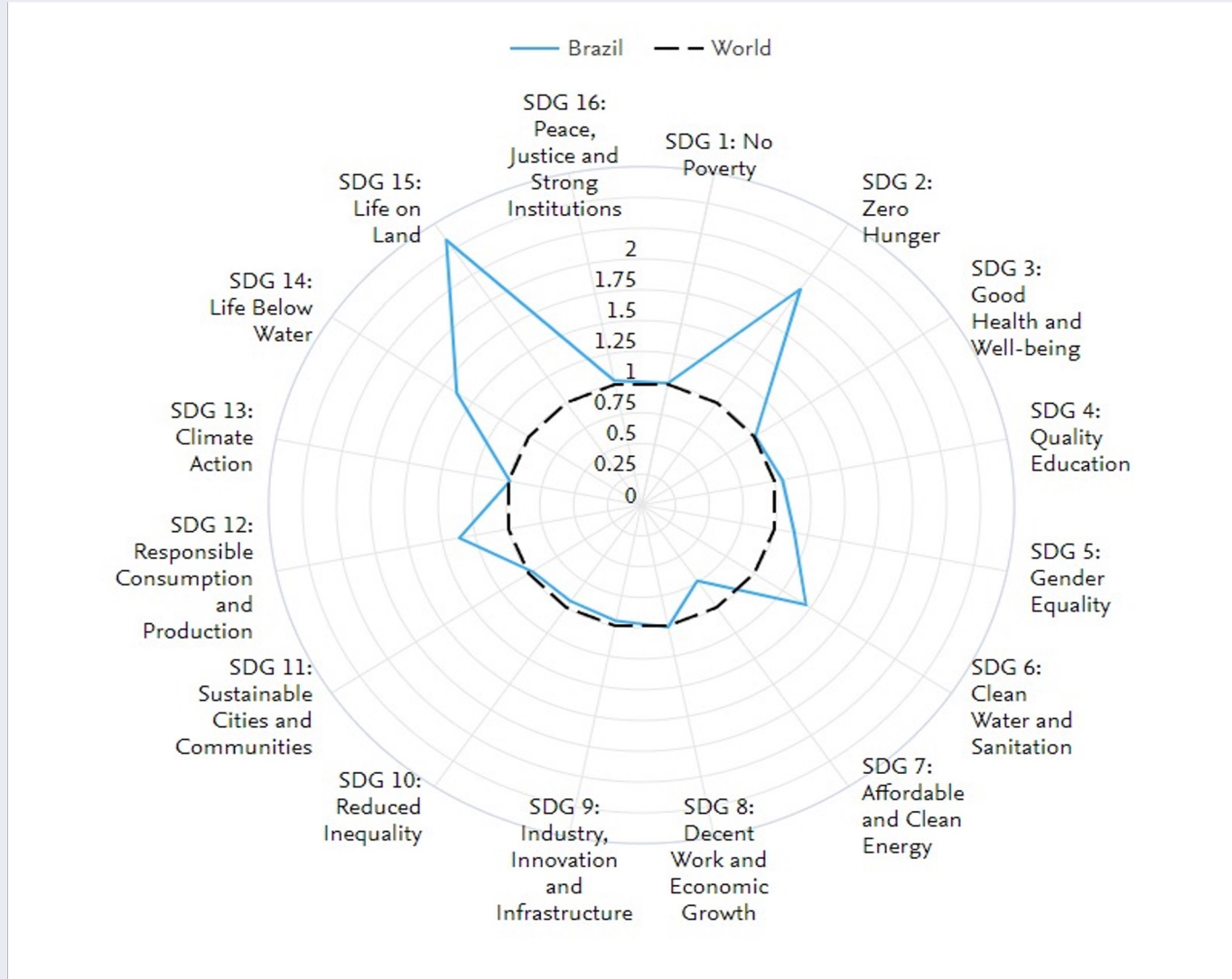
# THE IMPACT RANKINGS 2022

=62	University of São Paulo 🇧🇷 Brazil	9 94.3	7 83.2	15 89.4	17 83.1 - 90.6	91.2
101-200	University of Campinas 🇧🇷 Brazil	7 80.3	3 73.9 - 79.6	9 70.1 - 85.4	17 76.7 - 83.0	82.1-88.5
201-300	University of Brasília 🇧🇷 Brazil	3 79.8	4 76.2	8 64.7 - 70.2	17 58.8 - 70.2	76.9-82.0
201-300	Universidade Estadual Paulista (Unesp) 🇧🇷 Brazil	9 98.0	4 67.7 - 73.1	3 68.7 - 73.8	17 58.8 - 70.2	76.9-82.0
301-400	Universidade Estadual de Maringá 🇧🇷 Brazil	7 72.2	2 55.2 - 65.8	8 55.3 - 59.5	17 76.7 - 83.0	72.0-76.7
301-400	Federal University of Espírito Santo 🇧🇷 Brazil	3 73.9 - 79.6	8 64.7 - 70.2	16 71.3 - 78.4	17 58.8 - 70.2	72.0-76.7
301-400	Federal University of Mato Grosso do Sul 🇧🇷 Brazil	4 73.6	5 59.6 - 65.9	8 64.7 - 70.2	17 50.2 - 58.7	72.0-76.7
301-400	Federal University of Pará 🇧🇷 Brazil	8 71.0	14 79.0	1 70.1	17 58.8 - 70.2	72.0-76.7
301-400	Universidade Federal do Paraná (UFPR) 🇧🇷 Brazil	8 75.0	7 70.7	15 71.7	17 58.8 - 70.2	72.0-76.7
401-600	Universidade Federal do ABC (UFABC) 🇧🇷 Brazil	11 69.2 - 78.6	7 55.2 - 61.0	8 55.3 - 59.5	17 58.8 - 70.2	65.0-71.9

401-600	Universidade Federal de Ciências da Saúde de Porto Alegre (UFCSPA) 🇧🇷 Brazil	3 73.9 - 79.6	5 59.6 - 65.9	4 49.8 - 58.0	17 1.6 - 41.4	65.0-71.9
401-600	Universidade Federal de Ouro Preto (UFOP) 🇧🇷 Brazil	4 62.0 - 67.6	8 55.3 - 59.5	5 48.4 - 53.4	17 58.8 - 70.2	65.0-71.9
401-600	Universidade Federal de Santa Catarina 🇧🇷 Brazil	9 98.4	5 59.6 - 65.9	8 64.7 - 70.2	17 1.6 - 41.4	65.0-71.9
401-600	Federal University of Santa Maria 🇧🇷 Brazil	2 67.6	8 59.6 - 64.6	1 60.9 - 69.6	17 58.8 - 70.2	65.0-71.9
401-600	Universidade Federal de São Paulo (UNIFESP) 🇧🇷 Brazil	3 73.9 - 79.6	5 59.6 - 65.9	12 64.4 - 75.5	17 50.2 - 58.7	65.0-71.9
401-600	Federal University of Uberlândia 🇧🇷 Brazil	2 75.9	16 71.3 - 78.4	3 68.7 - 73.8	17 41.5 - 50.1	65.0-71.9
401-600	University of Fortaleza (UNIFOR) 🇧🇷 Brazil	16 71.3 - 78.4	3 68.7 - 73.8	11 53.4 - 60.0	17 50.2 - 58.7	65.0-71.9
401-600	Londrina State University 🇧🇷 Brazil	5 67.7	16 71.3 - 78.4	4 67.7 - 73.1	17 1.6 - 41.4	65.0-71.9
401-600	Pontifícia Universidade Católica do Paraná 🇧🇷 Brazil	8 64.7 - 70.2	16 71.3 - 78.4	3 63.7 - 68.6	17 58.8 - 70.2	65.0-71.9



Publications by SDG 2020-2022. Brazil. SciVal Scopus.



Publications by SDG - Relative Activity Index. 2020-2022. Brazil. SciVal Scopus.



## ODS: Pobreza e desigualdade

A missão deste jogo é ampliar a conscientização sobre os Objetivos de Desenvolvimento Sustentável (ODS), como eles impactam nossas vidas e o que podemos fazer, no nosso dia a dia, para ajudar a alcançar 3 desses 17 objetivos, sendo eles: Erradicação da pobreza, Fome zero e agricultura sustentável e Redução das desigualdades.

Jogar



# ufjf | Global July Program

We are pleased to welcome you all to the **Global July Program 2021 Online, July 12-23!** The courses, free of charge, form an interdisciplinary menu offered by our faculty and faculty from our partner universities around the world. // *Temos o prazer de receber todas e todos no Global July Program 2021 Online, de 12 a 23 de julho!* Os cursos, gratuitos, formam um menu interdisciplinar oferecido por nosso corpo docente e por professores de nossas universidades parceiras em todo o mundo.

[globaljuly@ufjf.edu.br](mailto:globaljuly@ufjf.edu.br)

Apresentação

## GLOBAL JULY 2021 *Online*

We remind you that the course *Derechos Humanos y Corporaciones Transnacionales (SSC09)* will be held on the 14th, 15th and 16th, from 10 am to 1 pm.

Lembramos que o curso *Derechos Humanos y Corporaciones Transnacionales (SSC09)* será nos dias 14, 15 e 16, de 10h às 13h.



## How does the program work?

### Virtual Learning

Several Federal Brazilian Higher Education Institutions (HEIs) offer online courses to disseminate the Brazilian culture, science, language, and education. The courses will take place in July and August, accounting for a total of six consecutive weeks (dates will be defined by the respective professors, within that period). Choose the course in the menu at "Courses and fields" and fill out the registration forms.

# BRaVE – Brazilian Virtual Exchange - UFPE

<b>Código</b>	<b>Disciplina</b>	<b>Professor(a)</b>	<b>Contato</b>	<b>Campus</b>
IVE0091	<b>Ciência e Tecnologia de Polímeros</b>	Rosa Souto	rmsm@ufpe.br	Recife
IVE 0150	<b>Social Business</b>	Carla Pasa Gómez	carlapasagomez@gmail.com	Recife
IVE0117	<b>Saúde Digital</b>	Rosalie Belian	rosalie.belian@ufpe.br rosalie.belian@gmail.com	Recife
IVE0148	<b>Sustentabilidade em Odontologia</b>	Fábio Souza	fabiobdsouza@gmail.com	Recife
AD387	<b>Governance for Sustainability - G4S BRaVE - Tópicos Especiais em Organizações</b>	Lillian Outtes	lilian.wanderley@ufpe.br	Recife
DD122	<b>Design Thinking - Técnicas de Geração e Seleção de Alternativas</b>	Fábio Campos	fc2005@gmail.com	Recife
LE817	<b>Teaching methodology in EFL</b>	Eva Carolina Cunha	evamalak@yahoo.com	Recife
IVE0147	<b>Sustentabilidade Ambiental Aplicada</b>	Gilson Lima	glimasilva21@yahoo.com.br	Caruaru
IVE0092	<b>Decisions for a Sustainable Behavior</b>	Cristiane Costa	csrcosta@yahoo.com.br	Caruaru

# Online courses in English

## When?

9 November 2020 – 19 December 2020 /---break---/ 11 January 2021 – 12 February 2021

## Courses

AREA	CODE	NAME	LECTURERS
Veterinary Medicine and Animal Science	<a href="#">VET744</a>	Animal Vaccinology	Abelardo Silva Jr <a href="mailto:abelardo.junior@ufv.br">abelardo.junior@ufv.br</a>
	<a href="#">VET750</a>	Foodborne Pathogens and Diseases	Luís Augusto Nero <a href="mailto:nero@ufv.br">nero@ufv.br</a>
	<a href="#">VET790</a>	Advanced assisted reproductive technologies in cattle	Luiz Sérgio Camargo <a href="mailto:luiz.camargo@embrapa.br">luiz.camargo@embrapa.br</a>
	<a href="#">VET791</a>	Animal Breeding and Genetics	Simone Guimarães <a href="mailto:sfacioni@ufv.br">sfacioni@ufv.br</a>
Plant Pathology	<a href="#">FIP600</a>	General Plant Pathology	Eduardo Mizubuti <a href="mailto:mizubuti@ufv.br">mizubuti@ufv.br</a>
	<a href="#">FIP602</a>	Plant Disease Epidemiology	Emerson Medeiros Del Ponte <a href="mailto:delponte@ufv.br">delponte@ufv.br</a>
	<a href="#">FIP704</a>	Methods in Molecular Plant Pathology	Francisco Murilo Zerbini Junior <a href="mailto:zerbini@ufv.br">zerbini@ufv.br</a>
Plant Physiology	<a href="#">CBF770</a>	Plant Stress Physiology	Eduardo Gusmão Pereira <a href="mailto:egpereira@ufv.br">egpereira@ufv.br</a>
Soil Science	<a href="#">SOL735</a>	Brazil and West Africa: Geosystems, Landscape, Land Use, Agricultural and Social connections	Carlos Schaefer <a href="mailto:carlos.schaefer@ufv.br">carlos.schaefer@ufv.br</a>
Applied Biochemistry	<a href="#">BQI760</a>	Bioinformatics	Tiago Mendes <a href="mailto:tiagoaomendes@ufv.br">tiagoaomendes@ufv.br</a>
Entomology	<a href="#">ENT602</a>	Scientific Writing	Ricardo Campos – <a href="mailto:ricardo.campos@ufv.br">ricardo.campos@ufv.br</a> Simon Elliot – <a href="mailto:selliot@ufv.br">selliot@ufv.br</a> Lucas Paolucci – <a href="mailto:lucas.paolucci@ufv.br">lucas.paolucci@ufv.br</a>
	<a href="#">ENT671</a>	Biological Control of Arthropods	Angelo Pallini - <a href="mailto:pallini@ufv.br">pallini@ufv.br</a> Madelaine Venzon - <a href="mailto:madelainevenzon@gmail.com">madelainevenzon@gmail.com</a>
	<a href="#">ENT682</a>	Ecophysiological Interactions Among Aquatic Insects, Fishes and Pollutants	Eugenio de Oliveira- <a href="mailto:eugenio@ufv.br">eugenio@ufv.br</a> (schedule to be defined)
Computer Science	<a href="#">INF610</a>	Data Structures and Algorithms	Vladimir Di Iorio - <a href="mailto:vladimir@ufv.br">vladimir@ufv.br</a> Michel Melo da Silva - <a href="mailto:michelms@dcc.ufmg.br">michelms@dcc.ufmg.br</a>
Languages	<a href="#">LET604</a>	Portuguese for foreigners	Idalena Chaves <a href="mailto:idalena@ufv.br">idalena@ufv.br</a>

# Programa Brave oferta disciplinas internacionais em parceria com instituições estrangeiras

📅 17/02/2020 ⌚ 10:21

O projeto BRaVE – Brazilian Virtual Exchange, programa de mobilidade acadêmica virtual por meio do qual os estudantes de graduação poderão cursar disciplinas com interface internacional, ministradas on-line em parceria com universidades estrangeiras disponibiliza uma nova oferta no semestre 2020.1. As disciplinas serão ofertadas simultaneamente aos alunos da UFPE e das parceiras internacionais. Os estudantes da UFPE poderão matricular-se durante o período de modificação/correção de matrícula, que vai de 02 a 11 de março.

O Programa BRaVE visa trabalhar mais uma vertente da internacionalização, proporcionando aos discentes da UFPE a oportunidade de participar de grupos de trabalho com discentes parceiros de outros países à luz do emprego de metodologias ativas de ensino-aprendizagem. O BRaVE é uma iniciativa da Diretoria de Relações Internacionais (DRI), em parceria da Pró-Reitoria para Assuntos Acadêmicos (PROACAD) e já desenvolveu com sucesso uma disciplina em 2018.2, uma em 2018.4 e 13 disciplinas em 2019.1





## Recent Courses Supported at SUNY

Course Name	US Institution	International Partner Institution	Country
Gender Roles Across Cultures* (Video) (Powerpoint)	College at Brockport	Novgorod State University	Russia
Transatlantic Public Administration & Policy* (Video) (Powerpoint)	Buffalo State College	Manchester Metro. Univ./Babes Bolyai Univ.	UK/Romania
Engineering Ethics	Binghamton University	University of Western Australia	Australia
Fundamentals of Public Management	Binghamton University	Shenzhen University	China
Advanced Social Work Practice with Communities	Binghamton University	University of the Free State	South Africa
Dairy Production and Management	SUNY Cobleskill	Belarusian Agricultural Academy	Belarus
Global English Composition* (Video) (Powerpoint)	Corning Community College	University of Belize	Belize
Voice and Movement for Actors* (Video) (Powerpoint)	Corning Community College	Actors College of Theatre & Television	Australia
Advanced Writing Seminar (Video) (Powerpoint)	SUNY Cortland	Capital Normal University	China
International Development and International Migration*	SUNY Cortland	Anadolu University	Turkey
Social Control	SUNY Cortland	Belarus State University, Moscow State University	Belarus, Russia
Strategic Management in Sports Organizations (Video)	SUNY Cortland	Hogeschool van Amsterdam	Netherlands
Theoretical Foundations of Teaching English as a Second Language	SUNY Cortland	Capital Normal University	China
Survey of World Cultures	SUNY Delhi	European Humanities University	Lithuania
Revolutions of the 1980s: Soviet Union and America			



Universit  de Sao Paulo



	1� semestre (calend�rio)	Horas/ ECTS	2� semestre (calend�rio)	Horas/ ECTS
<b>1� ano PITES (V e VI semestres USP)</b>	* Introduction g�n�rale au droit fran�ais	36 h, 3 ECTS	* Droit de l'Union europ�enne * Libert�s fondamentales	36 h, 3 ECTS 30 h, 3 ECTS
<b>2� ano PITES (VII e VIII semestres USP)</b>	* Droit civil fran�ais * Droit administratif fran�ais	36 h, 3 ECTS 36 h, 3 ECTS	* Grands principes du droit des affaires * Droit de l'environnement	30 h, 3 ECTS 30 h, 3 ECTS
<b>3� ano PITES (IX e X semestres USP)</b>	* Fiscalit� internationale * Droit des contrats internationaux	30 h, 3 ECTS 30 h, 3 ECTS	* Droit public �conomique	30 h, 3 ECTS



# The challenges of our time: how to understand them and seek solutions?

The **Minor in Global Challenges** brings together students and professors from around the world to debate the UN Sustainable Development Goals, with an emphasis on Inequalities.

**Thematic Axes**

The **Minor in Global Challenges** is organized into three thematic axes, as described below.

This arrangement in axes allows students to plan their studies within one or more key topics, in an integrated way. It allows teachers to find objectives, syllabuses, and methodological aspects common to their respective subjects, stimulating dialogue and intellectual partnership.

### 1 Space and Political Ecology

**Resume:** Comparative and interdisciplinary analysis of global material processes that consolidate, increase, or reduce inequalities through the management of socio-ecological space and urban geography.

Full description

See the professors See the courses

### 2 Geopolitics, Laws, and Rights

**Resume:** It addresses the problem of the formation and reproduction of inequalities with a focus on the organization of political power both within national jurisdictions (Constitution, citizenship, sovereignty) and in geopolitical conflicts and multilateral bodies in the world arena (UN, ILO, Unesco).

Full description

See the professors See the courses

### 3 Cultures, Identities, and Languages

**Resume:** It presents multidisciplinary approaches on aspects related to the world of culture, education, history, and languages, welcoming reflections on historical processes and memories around identities in transit in the contemporary world.

Full description



## MINOR IN INTERNATIONAL STUDIES 2020/1

Code	Topics	CH	Day	Schedule	Professor	Local
UNI139	International Approach of Oral Health Epidemiology	15	Friday	14:00 - 17:00	Mauro Henrique Nogueira Guimarães de Abreu	Faculdade de Odontologia - sala 3416
UNI140	Constitutionalism and Democracy in Comparative Perspective	30	Wednesday	11:20 - 13:00	Emilio Peluso Keder Meyer	Faculdade de Direito - SALA 1101
UNI145	Sustainable production of food in a tropical environment	30	Wednesday	08:00 - 10:00	Eduardo Bastianetto	Escola de Veterinária - Sala B102
UNI150	Comercio Internacional y Negociaciones Comerciales	30	Thursday	19:00 - 20:40	Patrícia Nasser de Carvalho	Faculdade de Ciências Econômicas

## UFMG Minor in International Studies

In August 2019, UFMG launched a Minor in International Studies (Formação Transversal em Estudos Internacionais). The course, which is taught entirely in English or Spanish, offers subjects at the undergraduate level with an international or comparative focus providing a truly plural environment in national, ethnic, and value terms.

Every semester disciplines will be offered in several areas of knowledge such as: Life Sciences and Health; Humanities, Applied Social Sciences and Arts; and Exact and Technological Sciences.

# Rede Andifes IsF

## REDE ANDIFES NACIONAL DE ESPECIALISTAS EM LÍNGUA ESTRANGEIRA

### IDIOMAS SEM FRONTEIRAS



### REDE ANDIFES – IsF

A Rede Andifes-IsF tem como objetivo, junto às IFES vinculadas à Andifes que aderirem à Rede, por meio de chamada específica ou carta convite, propiciar:

- A formação inicial e continuada de professores de idiomas para atuarem em processos de internacionalização,
- O desenvolvimento de proficiência linguística de:
  - Estudantes, docentes e corpo técnico-administrativo das IFES credenciadas;
  - Professores de idiomas da rede pública de Educação Básica;
  - Estrangeiros (em língua portuguesa), contribuindo para o desenvolvimento de uma política linguística para o país.
- O trabalho em rede para o desenvolvimento de políticas linguísticas no Ensino Superior Brasileiro.

A Rede Andifes-IsF atuará em consonância com as políticas de internacionalização das IFES credenciadas e com as políticas governamentais que as IFES se vincularem.

A Rede Andifes-IsF permite que especialistas de qualquer instituição de ensino superior, nacional ou internacional, se credenciem por intermédio de chamadas específicas para atuarem colaborativamente para o aumento do nível de proficiência em língua estrangeira nas IFES credenciadas, com propostas de atuação no tripé ensino-pesquisa-extensão.

# Intercultural skills and know-how

the ability to bring the **culture of origin and the foreign culture into relation with each other**

**cultural sensitivity** and the ability to identify and use a variety of strategies for contact with those from other cultures

the capacity to **fulfil the role of cultural intermediary** between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations

the ability to **overcome stereotyped relationships**

# Language learning and sociocultural knowledge

- *Everyday living*
- *Living conditions*
- *Interpersonal relations*
- *Values, beliefs and attitudes* in relation to such factors as:
  - *Body language*
  - *Social conventions*
  - *Ritual behaviour*
  - Intercultural awareness

# Some aspects to consider

- the classroom has expanded to include a myriad of ways to work content and the traditional student has also changed: non-traditional methods are in demand
- faculty training in cultural diversity, learning styles, curriculum development, and instructional differentiation
- To stay current we cannot ignore using new technology
- Internationalization reflects an institution's response to globalization that can be seen in its academic programs and initiatives: think outside of the box when it comes to language education
- Student and teacher mobility
- English for Specific Purposes (ESP); English as a Medium of Instruction - growing demand for courses to be taught in English
- COIL programs (team teaching in virtual contexts)

# Some aspects to consider

- Faculty's commitment to incorporating an international approach or dimension into their courses: integrating a global perspective into required, as opposed to extra-curricular, coursework
- quality short-term study abroad programs for pre-service teacher education can enhance global competency by developing content knowledge, cultural awareness, and self-awareness
- Developing an infrastructure for internationalization in teacher education programs would be the most comprehensive approach for transformative change
- Comprehensive internationalization includes study abroad programs, guest speakers, and international events, but also consists of faculty development, globally-focused research projects, and internationalized curriculum.



*Thank you*

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COME AND STUDY IN  
**BRAZIL**

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Uberlândia, May 17, 2023

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