CONFERENCE PROGRAM

FAUBAI
2015 - CONFERENCE

Creating sustainable partnerships through an equitable internationalization

April 25th to 29th
CUIABÁ - MT - BRAZIL
A Latino Australia Education é uma empresa especializada em educação internacional e a única representante de todas as universidades australianas no país. Atua também como interlocutora e facilitadora para que universidades brasileiras busquem ampliar suas parcerias na Austrália, através de acordos de pesquisa e colaboração, intercâmbio de alunos, professores e acordos bilaterais ou multilaterais.

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Four years after the launch of Science without Borders, today we can witness the improvement through which the internationalization process of the Brazilian Higher Education has gone through. As an impact of the program, there has been a significant increase in the search for partnerships and international collaboration with Brazilian institutions. However, one challenge remains: to consolidate the image of competence of the country’s educational institutions and to develop cooperation that is equitable and sustainable.

The FAUBAI 2015 Annual Conference, with the main theme “Creating sustainable partnerships through an equitable internationalization” aims to foster the discussion of possible ways to reach more balanced relations between countries and institutions in the frame of Higher Education. Furthermore, the conference offers a space to share good practices and international education policies as well as to facilitate contacts between the attending institutions from several parts of the world. The conference program includes 6 workshops, 6 plenary sessions, more than 40 parallel sessions with 114 presentations and 3 institutional matchmaking sessions.

I would like to welcome you to the FAUBAI 2015 Annual Conference and to encourage you to make the most of these five days.

FAUBAI – Brazilian Association for International Education, founded in 1988, is a non-profit organization with more than 200 institutional members. It is dedicated to improve the internationalization process of Brazilian higher education; to promote the diversity and potential of the Brazilian higher education system abroad and to enhance the professional development of its members.

Save the date!
FAUBAI 2016 Annual Conference
April 16-20, 2016 – Fortaleza, CE, Brazil

Join us for the FAUBAI 2016 Annual Conference in Fortaleza, the capital city of the State of Ceará, located in Northeastern Brazil.

Check the FAUBAI website for more information: www.faubai.org.br
Learn about the role of the United States Mission in Brazil and EducationUSA inviting Partners of the America, NAFSA (Association of International Educators) AASCU (American Association of State Colleges and Universities), IIE (Institute of International Education), LASPAU (Latin American Scholarship Program), ETS (Educational Testing Service) to this exciting one-day workshop with hands-on case studies in how to partner with colleges and universities in the United States and how to apply for new opportunities that will foster these partnerships.

Workshop 2 - Room 11

*Internationalization at Home (II)*

David Shallenberger, SIT Graduate Institute, USA
Jos Beelen, Amsterdam University of Applied Sciences, School of Economics and Management

Our universities are called upon to comprehensively internationalize. For years, the focus of our attention has been on mobility and exchange. But those activities only directly reach a small percentage of our students. This workshop will address particularly education for those students who do not have the opportunity to travel. Yet, they also need to develop global competences to work and live in an increasingly interconnected world. We will focus on internationalization “at home,” and will take participants from the larger issues of institutional policy and readiness to specific strategies, approaches and plans. Central to the workshop will be drafting an action plan that is built on the particular strengths and challenges of each participant’s institution and each individual’s own professional trajectory.

Session 1: National and institutional policies
Session 2: Institutional readiness

Workshop 3 - Room 14

*Por um programa multilateral de mobilidades: Rotas acadêmicas francófonas para estudantes brasileiros / Vers un programme multilatéral de mobilités: Parcours académiques francophones pour les étudiants brésiliens* (in French; Portuguese interpretation provided)

Saturday, 25 April 2015

7:30-17:00
Registration

8:00-12:00 - Workshops
Workshop 1 - Pássaros Auditorium

Strategic Partnerships with Universities in the United States (I)

Rita Moriconi, EducationUSA, Southern Cone Countries
Danna Van Brandt, U.S. Consulate Sao Paulo
Arlene Jackson, American Association of State Colleges and Universities (AASCU) and NAFSA
Rick Rosemberg, U.S. Consulate Sao Paulo
Other participants: IIE, Institute of International Education, LASPAU, Latin America Scholarship Program, CNPq, U.S. Embassy Brasilia and U.S. Consulates in Brazil

Partnering with U.S. Higher Education Institutions for student mobility to and from the U.S.: The role of President Obama’s 100,000 Strong Initiative.
O workshop será oferecido por alguns dos membros da delegação da AUF na FAUBAI 2015, com apresentação de suas experiências de cooperação Sul-Sul em abordagem bem concreta, enfatizando fatores facilitadores e dificultadores e valorizando a troca com os participantes. O workshop ocorrerá em francês, com tradução simultânea para o português.

Workshop 4 - Room 16
Enhancing recognition of degrees and credits between Brazil and Europe: Implications for collaboration, mobility and internationalization (I)

Allan Bruun Pedersen, LRC Committee and Danish NARIC
Giovanna Filipini, University of Bologna
Pablo Javier Beneitone, University of Deusto

Third ALISIOS Project Workshop
The ALISIOS project is an Erasmus Mundus project that is facilitating dialogue between Brazilian and European universities, agencies and governments regarding higher education and research cooperation. It is examining in particular the important impacts that the Brazilian Science Without Borders (SwB) programme is having on Brazilian and European university cooperation and internationalisation more generally. This workshop will tackle the topic of recognition, both of degrees and of credit mobility, as this complex theme is essential for ‘flexibilising’ and internationalising the higher education sector. As many problems still persist between Brazilian and European universities, the workshop intends to provide a number of important case studies, tools and considerations for how universities and systems can improve recognition procedures and how governments, agencies and other networks can support this endeavor.

12:00 - 14:00 - Lunch - Minerais Auditorium

14:00 - 16:30 - Workshops

Workshop 1 - Pássaros Auditorium
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Session 3: Institutional strategies  
Session 4: Professional development

**Workshop 3 - Room 14**  
*Erasmus+ and Horizon 2020 (in Portuguese)*

*Bárbara Costa, Director of the International Office of the University of Porto*


**Workshop 4 - Room 15**  
*Boas práticas de gestão de um Escritório de Relações Internacionais (in Portuguese)*

*Rita Louback, Pontifícia Universidade Católica de Minas Gerais - PUC-Minas*  
*Patrícia Gasparini Spadaro, Universidade Estadual Paulista - UNESP*  
*Raquel Santini Rade, Universidade Federal de Uberlândia - UFU*

Serão apresentados exemplos de como administrar um escritório de relações internacionais em uma universidade federal, uma estadual e uma privada comunitária. O workshop ocorrerá em português.

**Workshop 5 - Room 16**  
*Enhancing recognition of degrees and credits between Brazil and Europe: Implications for collaboration, mobility and internationalization (II)*

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ration has the potential to grow into effective partnerships that countries around the world. Over the long term, this active collaboration between universities located in Brazil and targeted destination countries (for example, to manage annual SwB cohorts); and between universities in a single country (for example, to manage annual SwB cohorts); and between universities located in Brazil and targeted destination countries around the world. Over the long term, this active collaboration has the potential to grow into effective partnerships that will deliver benefits into the future. This presentation will provide perspectives and case studies from two leading universities: The University of New South Wales (UNSW), Australia, and the University of Birmingham. We will discuss the ways that SwB has created a profile for Brazilian universities in Australia and the United Kingdom as well as the positive impact on the teaching and learning experience for all students, both local and international, on our campuses. The success of pre-English programs will also be discussed in terms of how they prepare students for academic study and practice, in addition to English-language training.

Improving the Performance of Brazilian Universities: The role of internationalization

Jamil Salmi, tertiaryeducation.com
Chair: Leandro R. Tessler, Universidade Estadual de Campinas (Unicamp)

The presentation will look at the achievements of Brazilian higher education over the past decades in the Latin American and international contexts. It will then analyze the main challenges faced by Brazilian universities and explore ways of improving their performance. Finally, it will examine the possible contribution of internationalization in accelerating progress for the nation’s universities, making reference to the success of universities in other parts of the world, especially South-East Asia.

21:00 - 23:00 - Opening Reception offered by Education in Ireland - Minerais Auditorium

Plenary 1

The Impact Brazilian students are making on International Higher Education (sponsored by Latino Australia)

Michelle Florance, University of New South Wales, Australia
Grant Guilford, Victoria University, Wellington, New Zealand
Mandy Hadsen, Northern Arizona University, USA

Chair: Paulo Teixeira de Sousa, Universidade Federal do Mato Grosso (UFMT)

Since its establishment, the Science without Borders (SwB) program has placed Brazil as a country of primary focus for higher education institutions around the world. This session will explore the multiple ways in which the successful implementation of SWB, in both Australia and the United Kingdom, is driving positive collaboration within and between universities. SWB encourages collaboration on many levels: within individual universities (for example, between Faculties, English Language centres, International Offices and other services); between universities in a single country (for example, to manage annual SwB cohorts); and between universities located in Brazil and targeted destination countries around the world. Over the long term, this active collaboration has the potential to grow into effective partnerships that will deliver benefits into the future. This presentation will provide perspectives and case studies from two leading universities: The University of New South Wales (UNSW), Australia, and the University of Birmingham. We will discuss the ways that SwB has created a profile for Brazilian universities in Australia and the United Kingdom as well as the positive impact on the teaching and learning experience for all students, both local and international, on our campuses. The success of pre-English programs will also be discussed in terms of how they prepare students for academic study and practice, in addition to English-language training.
Monique Gasparoto, Rede CsF
Natali Batista de Menezes de Araújo, Universidade Federal Rural do Rio de Janeiro

The current outlook is evermore globalized, demanding strategies for effective growth and development. Brazil, in this context, is sending thousands of students abroad to international academic mobility, as the Science without Borders (SwB) program. The students committed with the investment that have received from society to study abroad, after returning to Brazil with a more critical, transformative spirit. Motivated and instigated by the contrasts between Brazil and host countries; by the scarce integration among scholars; and also by the lack of a robust proposal for continuing to pursue program objectives after the exchange period, they start joining together to contribute to Brazil through an alumni network: the Rede CsF. Currently, after one year of effort, the network has almost 2000 members, 9000 followers on social media and important partners, more than 50 volunteers working in 4 projects producing material for virtual media, and students working in other 14 Rede CsF’s centers of academic internationalization, distributed in Brazilian universities. Finally this present work is to instigate actions between society, academia, business and government to boost the achievement of the objectives of the SwB Program and the expectations post-exchange period.

Parallel Sessions 2 - Room 11
Sustainable Cooperation (I)
Chair: Tito Lívio Cruz Romão, Universidade Federal do Ceará (UFC)

Cooperações Sul-Sul: Perspectivas com o Espaço Francófono / Collaborations Sud-Sud: Perspectives Francophones (in French; Portuguese interpretation provided)

Gérard Lachiver, Agence Universitaire de la Francophonie
Cristina Robalo, Agence Universitaire de la Francophonie
Nicolas Moreau, Université de la Réunion
Lassad El Asmi, Université de Carthage

A partir de experiências locais e regionais, os participantes enfatizariam os fatores dinâmicos das cooperações Sul-Sul. Também mostrarão o potencial sustentável de estratégias de mobilidade multilaterais entre América Latina (Brasil em particular) e o espaço francófono.

Parallel Sessions 3 - Room 14
MOOCs and Online Learning
Chair: Claudia Forte, Universidade Presbiteriana Mackenzie

A Mooc’s Internationalization: Finding one’s place within globalisation while representing it
Marie-Françoise Durand, Sciences Po Paris
Carlos Milani, Sciences Po Paris e Universidade do Estado do Rio de Janeiro (UERJ)
Catarina Laranjeira, Sciences Po Paris

This presentation aims to share with FAUBAI’s participants the development of a new form of institutional and academic cooperation with digital tools through the production of multilingual academic contents massively accessible to a diverse audience. The Massive Open Online Courses (MOOC) represent a new way to transmit knowledge to a greater student audience outside the doors of universities. Each institution that commits to the production of a MOOC aims to stimulate curiosity and interest, promoting the quality of its teachings and increasing its visibility. However, a MOOC is usually restricted to one university -- or even one teacher/researcher. This parallel session aims to present a creative cooperation experiment of an original, and probably unique, way to produce academic content and stimulate a debate among participants on internationalization challenges, in terms of both content and form.

Creating Global Partnerships through Collaborative Online International Learning

John E. Fowler, State University of New York, COIL Center
Sally Crimmins Villela, State University of New York

This session will discuss how faculty and student collaborations through an emerging cost-effective curricular internationalization strategy commonly known as Collaborative Online International Learning (COIL) can be used as a new vector to create international partnerships. The COIL Center’s model involves the fostering of cross-cultural student competence through development of multicultural learning environments that link university or college classes in different countries. In such environments students from different cultures participate in shared modules with faculty members from each country co-teaching and managing coursework. Examples of such courses from a range of campus perspectives will be demonstrated, with a focus on the COIL Center’s work in Latin America. We will also highlight the COIL Center’s resources for developing these partnerships, including our Nodal Network of SUNY universities and colleges, as well as our growing parallel Global Partner Network of institutions from around the world.

Critical Framework of Learning Principles Based on Social Network due Learners’ Exchanging Experiences

Mohammed Alhojailan, King Saud University

This session aims to present a theoretical framework of learning outcome based on experiment integration of social network (SN) in higher education (HE) systems in Saudi Arabia. It has been directed by exchanging experience principles in Bouds model, it considers that one feature of constructive learning arises because learners’ reflections are integrated with prior-experiences, which are subsequently extracted to develop new experiences and concepts. The radical development of the eLearning through this innovation allows for the effective of use of learning principles. Mostly, exchanging experiences as principle between the participants via SN integrated allows acquiring better utilization of web 2.0 as asynchronous in classroom. Learner’s interactions in this study with SN showed involve their own contributions and over numerous sessions these contributions overlap with the experience and knowledge gained from others and website content.

Parallel Sessions 4 - Room 15
Australia
Chair: Nico Jooster, Nelson Mandela Metropolitan University

Deepening Engagement with Australia
Sheila Lunter, Australian Trade Commission, Australian Consulate in Sao Paulo

The Australian Government continues to pursue strategies to deepen the engagement between Australian and Brazilian hi-
higher education institutions with the objective to leverage the linkages built between our two countries following Australia’s successful participation in the Science without Borders Program. One example that will be highlighted is the Executive Leadership Shadowing Program, a pilot program funded by the Council of Australia and Latin American Relations (COALAR), which enabled senior staff from four Brazilian universities to travel to Australia to shadow their counterpart at an Australian university in March 2015, as well as attend two major national higher education conferences. The pilot program was modelled on existing programs between Australian and Chinese universities. The program offers an opportunity to deepen engagement between institutions in areas of policy, research and partnerships for mobility. Other examples include new research collaborations in the area of water management and tropical aquaculture linking Australian and Brazilian institutions.

**Engaging Industry Internationally through Research and Student Integration**

Renee Hindmarsh, Australian Technology Network of Universities

Arun Sharma, Queensland University of Technology

The Australian Technology Network of Universities (ATN) represents five Australian Universities: Curtin University, Queensland University of Technology, RMIT University, University of South Australia and University of Technology Sydney. All of our members are in the QS Top 50 Under 50 universities. The ATN has had great success as a destination for students in the Science Without Borders program. We would like to illustrate some of our most successful examples, particularly partnering students with industry, and highlight the innovative approaches taken with student placements. ATN institutions all have very strong ties to industry; 70 per cent of our research income over the last five years has come from industry. In this context we propose to demonstrate how we engage with industry on solutions for the world through applied and impactful research.

**ATN: Australian Technology Network of Universities and its Opportunities for Brazilian Students**

Daniella Faber, Australian Technology Network of Universities, ATN

Vinicius Barreto, Australian Technology Network of Universities, ATN

Some topics to be addressed are: opportunities for Brazilian students at the ATN universities; success cases, testimonials from Brazilian students; and collaboration opportunities between Brazilian universities and ATN universities.

**Parallel Sessions 5 - Room 16**

**Russian Excellence Project 5-100**

Chair: Nicolas Maillard, Universidade Federal do Rio Grande do Sul

**Russian Excellence Project 5-100: Cooperation with Brazilian Universities**

Elena Chernyshkova, Project 5-100, Russian Federation

In the year of 2013 Russia had launched its Excellence initiative in higher education - the Project 5-100, which is directly managed by the Russian Ministry of Education and Science. The Project 5-100 is to maximize the competitive position of a group of leading Russian universities in the global research and education market. As a result of the Project 5-100 there will be a group of the Russian research universities of the world class with strong international academic reputation meeting global development trends. The BRICS countries are the major priority for Russian higher education and Brazilian universities are among the most prospective partners for Russian universities. At the session we will share Russian and Brazilian experience on internationalization of higher education, announce the strategy of Brazilian-Russian collaboration, agreed formats as well as possible risks and challenges. We also will announce a memorandum of understanding which is to be signed between FAUBAI and Project 5-100.

**Cooperation With Russia and Eastern Europe: Challenges or opportunities?!**

Bogdan Voronovskiy: Eastern European University Association, EEU

Gain the overview and perspectives of Russia and Eastern Europe in the world HE market. Discuss existing relations with Russian and Eastern European HEIs, consider obstacles and main challenges of cooperation, and share best practices and “know-how”. Anyone interested in developing partnership relations with Eastern European countries should attend. The session aims to give an overview of up-to-date situation in HE sphere on the territory of Russia and Eastern Europe and bring to light the cooperation perspectives with local HEIs. It also will fetch out the experience of communication establishing and partnership developing among session attendees. The session will encourage participants to share their previous experience and help to find out main areas of concerns in cooperation with abovementioned countries.

**Plenary 2**

**The Commoditization of Higher Education: Trends and Their Global Implications (sponsored by ETS)**

Yvette Donado, Senior Vice President and Chief Administrative Officer of ETS

Chair: Maria Leonor Alves Maia, Universidade Federal de Pernambuco (UFPE)

“Commoditization” refers to the recognition that higher education is now a commodity, a good, something that can be bought and sold, marketed, developed, refined and used as an article of commerce. Growing competition for academic and technological talent worldwide means that institutions and countries are competing for talent as never before. Can such competition be equitable, given inequities in the varying capacity from country to country to pay for talent? International student flows are changing the educational and employment landscape. The session will also discuss the phenomenon of “talent surplus” countries, those that are producing college graduates and professionals who can compete for jobs globally, and “talent deficit” countries such as the United States that need to import talent. Brazil, with its Brazil Scientific Mobility Program (formerly Science without Borders) initiative and Mexico, with its Foro Bilateral sobre Educación Superior, Innovación e Investigación (FOBESII) program, are among the many countries with policies that seek to increase the number of two-way flows of university students. Closely related to the above are her views about evolving attitudes
and policies in the United States with respect to dual language learning. Although the United States is a “language deficit” country, there is growing recognition that fluency in other languages is a valuable asset in increasing productivity and global competitiveness. Other countries see English as a tool not only for educational attainment but also to boost trade. Drawing on research at Educational Testing Service, she will speak to the increasing interest in identifying and measuring noncognitive attributes of students and employees. Donado will present data from the Programme for International Student Assessment of Achievement (PISA), the research initiative of the Organization for Economic Cooperation and Development (OECD). It is a comparative study of educational outcomes of high school students in OECD countries and countries worldwide, and ETS is a lead coordinator of the research.

16:00 - 17:30 - Matchmaking 1 - Flores Auditorium
Foreign institutions meet Brazilian counterparts by appointment.

16:00 - 17:30 - Parallel Sessions 2

Parallel Sessions 2.1 - Pássaros Auditorium
Languages without Borders
Chair: Simone Sarmento, English Without Borders Program, SESu/MEC Brazilian Ministry of Education

Languages without Borders Program: The New Directions in Internationalization
Denise Abreu e Lima, Languages without Borders Program, SESu/MEC Brazilian Ministry of Education

The Language without Borders Program (LwB) has been created to address the linguistic preparation of university students who wish to study abroad through Science without Borders Program. The LwB involves 8 different languages: English, French, Spanish, Italian, German, Japanese, Mandarin and Brazilian Portuguese for foreigners. Even though the main idea was originally to help students to be successful in their foreign experience, the LwB also sets up a new environment to the Brazilian language specialists involved. With the need to create and establish a new paradigm in teachers’ education and language policy for the country, the Central Management Group, along with the local coordinators of the Program, has organized a management and communicating system that integrates all Program’s actions. In this lecture, the design and development of the Program in relation to its 3 primary actions (placement and proficiency tests, self-instructional online courses and face-to-face courses) will be addressed. These actions have been organized with partners from many different countries and initiatives, composing a new perspective of partnership between public and private sectors. The outcomes of the Program have shown the importance of relying on language teaching specialists from different institutions and regions to strengthen and empower solutions for the linguistics challenges that Brazilian universities face in their internationalization process.

The Role(s) of English as an Additional Language and Portuguese as a Foreign Language in Brazil: Insights from the Analysis of Language Policies and Internationalization Programs
Kyria Finardi, Universidade Federal do Espírito Santo (UFES)
Felipe Guimarães, Universidade Federal do Espírito Santo (UFES)

This paper reviews language policies and internationalization programs in Brazil to suggest that the role of English as an additional language in the Outgoing Student Mobility and the teaching of Portuguese as a foreign language in the Incoming Student Mobility must be reviewed so as to foster internationalization in that country. A discussion of terms usually linked to the status of the English language is provided in the study and includes, but is not limited to: English as an additional language, English as a second language, English as a foreign language, English as an international language, English as a global language, English as lingua franca and English as medium of instruction. The offer of “Portuguese as a Foreign Language” courses is also addressed in relation to the Brazilian internationalization agenda. The analysis of the roles of English as an additional language in Brazil suggests that the gap between these two roles can be taken as a possible explanation for the low uptake of scholarships of the Science Without Borders internationalization program and a caveat for the Brazilian internationalization agenda, especially in relation to the Outgoing Student Mobility.

Challenges Related to the “French Without Borders” Program
Jean-Paul Rébaud, Embassy of France in Brazil

Within the context of the great Brazilian mobility program “Science without Borders”, the MEC decided to promote the study of foreign languages from partner countries and created the program “Languages without Borders”, coordinated by SESu, in order to develop the teaching of foreign languages in Brazilian universities and support internationalization. The learning of English was the first program to be implemented. The “French without Borders” was decided in December 2013 (bilateral agreement) and released on March 20, 2014. The program provides for the development of a language assessment system, the offer of a distance learning course (prepared by Alliance Française) and the opening...
of French courses in IES where they do not exist. The workshop aims to analyze, between Brazilian and French partners (and francophone partners too), the challenges of the program implementation in Brazilian universities and the essential conditions for its success.

Parallel Sessions 2.2 - Room 11

France (in Portuguese)
Chair: Thierry Valentin, Conference of University Presidents, France

Perspectivas da Mobilidade Universitária entre a França e o Brasil
Jean-Paul Rébaud, Embassy of France in Brazil
Denise Neddermeyer, CAPES, Brazilian Ministry of Education
Bertrand Monthubert, University of Toulouse III Paul Sabatier and French Committee for the Evaluation of University Cooperation with Brazil (Cofecub)

As universidades francesas são parceiras tradicionais das universidades brasileiras, tanto no desenvolvimento de projetos de pesquisa conjunta, quanto na formação acadêmica de mestrados e doutorandos. Além dos convênios diretos assinados entre as instituições de ensino superior dos dois países, programas bilaterais de cooperação estruturaram também este intercâmbio: o convênio Capes/Cofecub para projetos científicos e formação de doutores, os programas Brazitec e Brafagri nas aéreas de engenharia e agronomia, entre outros. A França se tornou também um dos primeiros parceiros do Brasil no âmbito do programa « Ciência sem Fronteiras ». A sessão tem por objetivo analisar, entre parceiros brasileirinhos e franceses, as várias modalidades e instrumentos desta cooperação tão intensa e estratégica (cursos de graduação com dupla diplomação, co-orientação de teses de doutorado, cátedras etc), e suas perspectivas para o futuro: instalação de representações permanentes de universidades, reciprocidade nos programas de mobilidade, participação conjunta em projetos multilaterais e em projetos com países africanos.

Parallel Sessions 2.3 - Room 12

Study Abroad
Chair: Cristina Miguens, WIND

Faculty-led Study Abroad Programs: Practical aspects of collaborative partnerships
Tatiana Visnevski, CEPA EUROPE Germany
Jon W. Stauff, The College of New Jersey (TCNJ), Center for Global Engagement

For the past decades, short-term faculty-led programs have been a growing study abroad modality in the USA and Worldwide. In fact, more and more students decide to study abroad at some point in their academic career. Such programs are an alternative to those who cannot leave their home country for longer periods because of personal, professional or financial reasons. Also, strict course requirements in specific fields of study can be considered as a barrier. Facing this irreversible trend, Educators and Higher Education Institutions must make sure that these short experiences are meaningful to students. Collaborative partnerships with high quality study abroad organizations will allow faculty to worry less about logistics and to focus on student learning and on their intercultural experience. This presentation will deal with practical aspects collaborative partnerships to create faculty-led study abroad programs using real examples in the USA and Brazil. The main topics will be: HEI in-house capacities, Curriculum Integration, selecting faculty, designing a faculty-led study abroad course, working with a study abroad organization, recruiting students.

Summer Program: The trend of short term programs
Claudia Forte, Universidade Presbiteriana Mackenzie
Daniel Amgarten, Campus Brasil

Many American universities face some issues when offering study opportunities for its students in Brazil, mainly because of the language barrier and because of the lack of affordable accommodation options in the largest cities in Brazil. Since 2013, the Presbyterian University Mackenzie, located in São Paulo, offers a Summer Program for approx. 12 students from SUNY - State University of New York at Albany. During a 4-week program in July, the students have the chance to learn Portuguese and also have classes about Business, Economics, Communication, Law and Sustainability in English. The program is more than having classes on campus, there are also company and cultural visits. The program ends with an academic trip to Rio de Janeiro. This way, we made the program very attractive for the Americans, which is a hard nationality to bring to our campus, as most of our exchange students came from Europe or Latin America.

Parallel Sessions 2.4 - Room 14

Science without Borders (II)
Chair: Slobodan B. Mickovski, Glasgow Caledonian University

How did the SWB Program affect Internationalization in Hungary: Achievements and future plans
Zoltán Dubéczi, Hungarian Rectors’ Conference
Balázs Vince Nagy, Hungarian Rectors’ Conference

Hungary has achieved important results in the SWB program. The presentation introduces the role of the Hungarian Rectors’ Conference in the management of the program. We highlight how the SWB program, along with other projects, is contributing to the internationalization of the higher education in the country, which is well in agreement with the European internationalization directives. The Hungarian SWB activities and recent outcomes are presented, together with the feedback of the different stakeholders, that may serve as a strategic and also practical basis for future relations to Brazilian partners.

“Melhoria CsP”: An analysis of the Science without Borders Program from the perspective of students
Thaysa Leite Tagliaferri, Universidade Federal de Minas Gerais
Monique Gasparoto Moreira Teixeira de Freitas, Universidade de São Paulo
Rafael Tadeu de Matos Ribeiro, Universidade Federal de São João del-Rei
Edmar Arantes Moreira, Universidade Federal de São João del-Rei
Guilherme de Sousa Lobo, Universidade Federal de São Carlos
Cláudia Sitô Alves, Universidade Federal de Santa Maria
Lucas Conelian de Oliveira, Instituto Federal de Educação, Ciência e Tecnologia de São Paulo
Luciano Telesca Mota, Universidade Federal de Pelotas
The Science without Borders Program aims to promote consolidation, expansion, and internationalization of Science and Technology of Brazil, and the development of education in the country. In this context arises Rede CsF, a civil non-profit association formed by fellows and alumni of the Science without Borders (SwB). There are several ongoing projects in "Rede CsF", among them is "Melhoria CsF". The project goals is to get the point of view of scholars and alumni in order to identify the strengths of the program, facilitate the detection of adversity and suggest improvements to the SwB. More than a thousand fellows and alumni of the program SwB who performed the international mobility program between the years 2010 to 2015 answered our survey. Among the results, the study highlights the weakness of Brazilian HEIs in monitoring students during the exchange period; the difficulty of students in courses abroad regarding to the difference in teaching methods; incredibility of the students to pursue the objectives of the SwB program after returning to Brazil, and adjustment problems due to lack of physical infrastructure and support from professors. After analysis, we intend through Rede CsF to invest in joint actions between society, academia, business and government in order to enhance the achievement of the objectives of the Science without Borders program, as well as our post program expectations.

**Parallel Session 2.5 - Room 15**

PEC-G 50 anos (in Portuguese)

Hilton Sales Batista, Brazilian Ministry of Education
Rafael Pinto Duarte, Organization of Ibero-American States (OEI)
Chair: Rita Louback, Pontifícia Universidade Católica de Minas Gerais (PUC-Minas)

**Reflexões sobre o Programa Estudante-Convênio - Graduação**

O Programa Estudante-Convênio - Graduação (PEC-G) constitui um dos instrumentos de cooperação educacional que o Governo brasileiro oferece a outros países em vias de desenvolvimento, especialmente da África e da América Latina. Em 2014, o PEC-G completou 50 anos de existência, num momento singular na história brasileira de intensificação do processo de internacionalização das IES do país. Só na última década mais de 6.000 estudantes estrangeiros foram selecionados por meio do programa, e anualmente cerca de 500 novos alunos iniciam seus estudos em mais de 90 instituições. Entretanto, o rápido desenvolvimento das iniciativas de internacionalização das IES brasileiras e o crescente interesse dos estudantes estrangeiros pelo PEC-G requerem uma reflexão sobre todo o caminho percorrido desde 1964 e quais rumos devem pautar os próximos anos do programa. A apresentação tem como objetivo permitir um balanço e estudar caminhos para o desenvolvimento desse Programa, analisando sua importância para a internacionalização do ensino superior brasileiro.

**Parallel Sessions 2.6 - Room 16**

Sustainable Cooperation (II)
Chair: Aderson Nascimento, Universidade Federal do Rio Grande do Norte (UFRN)

**Sustainable Partnerships: A Brazilian View**

Nicolas Maillard: Universidade Federal do Rio Grande do Sul (UFRGS)

In an attempt to reach concrete conclusions, this article will focus on the specific context of Brazilian Higher Education Institutions (HEIs) and how they may engage in sustainable partnerships, understood as “long term” partnerships. We will start with a description of four case studies of such partnerships, to try to identify some patterns that seem to characterize sustainability in this context. The cases have been chosen so that they could reflect the reality of a reasonable number of Brazilian HEIs, and are: the Brazilian initiative called PEC-G; the bilateral partnerships Brazil/France and Brazil/Germany; the Brazilian experience in Erasmus Mundus projects; and finally the Mercosul network called AUGM. We will also provide a synthesis and considerations on sustainable partnerships: in our opinion, middle-term objectives like funding or language should not be the main issue of sustainable partnerships, but pre-requisite for it. What most matters in our view is an appropriate combination of mobility (of students, but also of staff - academic and administrative) and joint research actions, that should complement each other, and be supported by the proper mix of central, administrative management and of individual involvment of the academics. These actions must be supported by a national political will, but need to be defined by strong, university-based policies that seek in selected partners some competence that is not present a priori.

**Enhanced Reciprocity Through Joint Research And Funding Opportunities: Canada-Brazil Cooperation beyond Ciência Sem Fronteiras**

Margaux Béland: Canadian Bureau for International Education (CBIE)

Building on the higher education collaboration between Canada and Brazil (including the Ciência sem Fronteiras [CsF] scholarship program), the Canadian Bureau for International Education (CBIE) in partnership with the Social Sciences and Humanities Research Council of Canada (SSHRC) are working to deepen Canada-Brazil collaboration in the research sphere. Towards this end, CBIE and SSHRC are developing a map of Canada-Brazil research initiatives and funding opportunities for stakeholders in both countries. Moreover, CBIE and its partners have signed Memoranda of Understanding with Brazilian state research funding foundations FAPESP and FACEPE and secured a critical mass of Canadian universities, colleges and polytechnics ready to commit resources and participate in joint research projects. For this session, CBIE will present an overview of the Canada-Brazil research map initiative, as well as a broader perspective of the opportunities for and challenges to further research collaboration between our two countries.

**“Oi, tudo bem?”: Getting into Negotiation Culture with Brazilian Universities**

Cesar Ferragi, Escola Superior de Propaganda e Marketing (ESPM)

The session has a phenomenological approach to negotiation contexts with Brazilian higher education institutions: due to the exponential proliferation of information, content is not simply transmitted, but generated and healed by the participants. My proposal is to transmit a general overview of Brazil, it’s higher education system, and focus on Cultural Determinants that make Brazilians the way we are. People new to Brazil would benefit the most from this session, but it is also open to Brazilians and foreigners used to Brazil, as their contribution will enrich the debate.
The English without Borders (EwB) program was launched in December 2012 with the goal of developing Brazilian university students’ proficiency in the English language so as to foster participation in international academic mobility programs. The Program has three main fronts: proficiency/placement tests, online courses and face-to-face courses (NuCl). The objectives of this talk are threefold: (1) to present the main objectives of the program, including its relation to the internationalization of the universities and to English teachers’ development; (2) to publicize the main outcomes the Program has achieved so far; and (3) to unveil details of the actions being undertaken at the EwB NuCl at UFRGS, as it is one of the universities which has shown the greatest participation in the country.

**English without Borders Program**

Simone Sarmento, *English Without Borders Program, SESu/MEC Brazilian Ministry of Education*

The English without Borders (EwB) program was launched in December 2012 with the goal of developing Brazilian university students’ proficiency in the English language so as to foster participation in international academic mobility programs. The Program has three main fronts: proficiency/placement tests, online courses and face-to-face courses (NuCl). The objectives of this talk are threefold: (1) to present the main objectives of the program, including its relation to the internationalization of the universities and to English teachers’ development; (2) to publicize the main outcomes the Program has achieved so far; and (3) to unveil details of the actions being undertaken at the EwB NuCl at UFRGS, as it is one of the universities which has shown the greatest participation in the country.

**English without Borders: Lessons learned from Science without Borders Program**

Jacqueline White, *The University of Sydney, Centre for English Teaching*

Daniel Bruce, *The University of Sydney, Centre for English Teaching*

This very practical focused session analyses student and teacher experiences in the language preparation stage of the Science Without Borders (SwB) program in an Australian university setting and examines how lessons learned from this cohort could be implemented as key elements of English language curriculum and policy - like the English Without Borders program in Brazilian institutions.

One of the stated aims of the Brazilian ‘English Without Borders’ (EwB) program is to provide candidates for the SwB scholarship an opportunity to improve their English language proficiency more quickly and efficiently and improve their chances of participating fully in these exchange opportunities. In response, an Australian university conducted a reflective survey on the teachers and student cohort of SwB undertaking intensive English language preparation in-country, prior to a semester of science-focused study abroad. Based on qualitative questionnaires and interviews, the survey investigates and identifies the challenges students and teachers have faced, including whether there is a knowledge gap related to critical literacy and learner autonomy in English language preparation, as perceived by Brazilian undergraduate university students studying abroad and their on-course teachers..

**Internationalizing Higher Education through Blended Language Learning and Curricular Partnerships**

*Cath D’Amico, Trent University*

Initiatives toward internationalization in higher education have evolved since the days of study abroad and faculty exchange in the 1980’s and 1990’s to institutional exchange of course materials and complete curricula (Waterval, Frambach, Driessen, and Scherpieber, 2015). Curricular exchange has the potential to leverage strong partnerships between universities when well implemented. Online delivery platforms that employ a blended learning approach offer an innovative and engaging solution for sharing curriculum. This presentation will focus on language education, and how curricular partnerships based on online content sharing serve as a vehicle for internationalization. An outline and discussion of the criteria essential to successful partnerships will provide a segue to the importance of integrating language instruction with academic skills instruction, or foundational programs, for student success. Blended language learning: the integration of technology and face-to-face classroom instruction is presented as a starting point in a broad internationalization strategy.

**Sustainable Cooperation (III)**

*Chair: Rodrigo Ulhoa Cintra de Araujo, Escola de Propaganda e Marketing (ESPM)*

**Partnerships with U.S. Universities and 100,000 Strong Presidential Initiative: How can U.S. university associations and the U.S. mission in Brazil help you**

*Rita Moriconi, EducationUSA*

*Arlene Jackson, American Association of State Colleges and Universities (AASCU)*

This session will discuss the various opportunities that the presidential initiative to send 100,000 U.S. students abroad and receive 100,000 international students in the United States have created to foster university cooperation. Presenters will discuss the participation of U.S. university associations such as NAFSA and AASCU (American Association of State Colleges and Universities), Partners of the America and the U.S. Mission in Brazil in fostering partnerships between Brazilian and U.S. universities targeting innovation, research and student exchange.

**Science without Borders (III) (in Portuguese)**

*Chair: Vanessa Panico, Universidade de Ribeirão Preto (Unearp)*

**O Programa Ciência Sem Fronteiras e as Relações Internacionais**

*Carlos Enrique Ruiz Ferreira, Universidade Estadual da Paraíba (UEPB)*

A sessão objetiva discutir o Programa Ciência Sem Fronteiras (CsF) dentro dos marcos das Relações Internacionais contemporâneas. Serão usadas referências como “Poder”, “Estratégia”, “Política Externa” para compreender, dentro desta área científica, o CsF dentro da arena global. Serão analisados dados e
documentos dos EUA e da China, em especial do Departamento de Estado e do China Scholarship Council, para compreender como estas duas potências se inserem na internacionalização do Ensino Superior e como a compreendem como uma Política Externa e Política de Estado.

**A Contribuição do Ciência sem Fronteiras para a Melhoria das Universidades Brasileiras: Um Estudo de Caso**

Peirol Gomes, Universidade Federal do ABC (UFABC)
Carlos Kamienski, Universidade Federal do ABC (UFABC)

O Programa Ciência sem Fronteiras (CsF) representa o maior projeto de internacionalização do ensino superior brasileiro e também um maciço investimento na formação dos futuros profissionais do país. Entretanto, no momento atual o maior beneficiário do programa vem sendo o próprio aluno e não o país como um todo. Hoje, temos um enorme número de bolsistas que já voltaram ao país e pouco deles é aproveitado. Na busca por esse objetivo, a iniciativa “My CSF”, junto com a Universidade Federal do ABC (UFABC), realizou uma pesquisa com os egressos do programa dessa instituição onde o principal questionamento era “Quais as diferenças entre a sua universidade no Brasil e a universidade que você estou durante o Ciência sem Fronteiras?”. 

**Avaliação Preliminar do Programa Ciência sem Fronteiras por Indicadores de Aprimoramento de Competência Linguística**

José Marcelo Freitas de Luna, Universidade do Vale do Itajaí (Univali)

Motivado pela ausência de avaliação de programas de mobiliidade estudiantil internacional, o Grupo de Pesquisa de Estudos Linguísticos e Ensino do PPGE da Universidade do Vale do Itajaí (Univali) desenvolve, com recursos do CNPq, o projeto “Avaliação do Programa Ciência sem Fronteiras por Indicadores de Aprimoramento de Competência Linguística”. A sessão apresentará os resultados dos primeiros sujeitos testados, quais sejam, os participantes da Universidade Federal de Santa Catarina, da Universidade do Vale do Itajaí e da Universidade Presbiteriana Mackenzie. A base para a formulação e a correção do pós-téste, por quais resultados se fará a aferição do aprimoramento da competência linguística, sociolinguística e pragmática dos participantes dos programas, é o Quadro Europeu Comum de Referência. Os resultados preliminares podem ser considerados subsídios para a revisão de programas educacionais, para o processo de ensino de língua inglesa, para a gestão universitária e para o processo de recrutamento de pessoal no mundo corporativo internacionalizado.

**Parallel Sessions 3.4 - Room 14**

**Institutos Federais Brasileiros (I)**
Chair: Wioletta Wegorowska, SGroup European Universities Network

**Internationalization of Vocational and Professional Education: The Brazilian Federal Institute**

David Shallenberger, SIT Graduate Institute
Marcelo Camilo, Instituto Federal do Rio Grande do Norte (IFRN)

The “federal institute of education, science and technology” is a uniquely Brazilian approach to meeting pressing social needs -- including the development of intercultural and global competencies, a necessity of the 21st century. Federally funded, with
programs beginning at secondary school and continuing on to tertiary and post-graduate levels, these institutions offer opportunities to an unparalleled range of students, yet there are also challenges. This presentation explores both the opportunities and the challenges, and is based in large part on a study currently under way looking at approaches to internationalization of the curriculum in federal institutes across the entire country.

**Sharing an Experience of Internationalization at Home (IAH)**

**Verônica Barreto, Instituto Federal do Espírito Santo (IFES)**

A key initiative of Instituto Federal do Espírito Santo (IFES) is the organization and/or participation in events of technical interest, technological, scientific, social, sporting, artistic and cultural, favoring the dissemination and promotion of institutional Programs & Projects and participation of internal and/or external communities. In today’s world, one must learn in and by different ways, with different participants and continuously. Whereas the main focus of foreign languages learning in IFES is directly related to the concept of interculturality and the partnership proposal made by the Brazilian Association of Inventors and Innovators Researchers (ABIPIR) for IFES to support INNOVAWORLD foreign exhibitors at the Fair, I decided to conduct a selection process involving all students on Vila Velha campus to boost motivation of new learning experiences by providing interaction with people from different cultures and different areas of knowledge. This means opportunity to innovate, to learn foreign languages in a non-formal education environment, in direct contact with foreign exhibitors. Therefore, the performance of the students was proposed in order to put into practice some guidelines for internationalization of IFES by combining knowledge of foreign languages, intercultural relations, exchange of ideas and experiences and cooperation.

**Regional Partnerships**

**Lia Pachalski, Instituto Federal de Educação, Ciência e Tecnologia Sul-rio-grandense**

**Carol Fimmen, Alamo Colleges**

In 2008, the North American and Brazilian government proposed to the former CEFETs (Federal Institutes) to form regional partnerships with 5 US Colleges, selected through a call organized by the US Embassy in Brazil and the Department of Education in Washington DC. Alamo Colleges and the South region of Brazil were partnered and began a project intended to reach all the institutions in the region in specific areas defined after two local visits, and seminars promoted by the governments. Since then, projects in the fields of Robotics, Welding, Higher Administration training, Student Success, Regional Development, student and faculty ESL and entrepreneurship programs, among others, have been developed. We intend to present the strategies used to reach a sustainable and committed partnership based on specific regional interests between the institutions involved.

**Parallel Sessions 3.5 - Room 15**

**Research (I)**

**Chair: Antonio Chalfun Junior, Universidade Federal de Lavras (UFLA)**

**From International Research Internships to Joint Projects for Research Staff Mobility**

**Carlos Ramos, Instituto Politécnico do Porto**

**Julio Cezar Bragaglia, Instituto Federal de Santa Catarina (IFSC)**

**Golberi Salvador Ferreira, Instituto Federal de Santa Catarina (IFSC)**

**Zita Vale, Instituto Politécnico do Porto**

Since 2009 the Federal Institute of Santa Catarina (IF-SC) has developed PROPICIE, a program oriented for internships of their students in R&D groups in Europe. The Polytechnic Institute of Porto (IPP) has been the Higher Education Institution that received more internships from PROPICIE Program. This close contact between students, teaching and research staff from IF-SC with some of the most active R&D groups of IPP has been one of the main reasons for the involvement of IF-SC in an application coordinated by IPP for a Research Project for the Mobility of Research Staff between Europe and Brazil. This application resulted in the selection of the project ELECON – “Electricity Consumption Analysis to Promote Energy Efficiency Considering Demand Response and Non-technical Losses (www.elecon.ipp.pt)” to be funded by the European Union’s Seventh Framework Programme in the aims of the People Programme (Marie Curie Actions). The consortium coordinated by IPP involves two other European Institutions (the Polytechnic of Grenoble INPG in France, and the Otto von Guericke University of Magdeburg OVGU in Germany) and four Brazilian Institutions (IFSC, USP, UNESP and UFSC). We will describe more in detail this experience between the Federal Institute of Santa Catarina and the Polytechnic of Porto in PROPICIE program and ELECON project.

**Case Studies in Success: How a study abroad program became the engine to drive deep research collaboration**

**Sara Duffy, University of Western Australia**

**Harold “Butch” Wright, Universidade do Estado do Amazonas (UEA)**

By drawing on perspectives from both a Brazilian and an Australian university, this session will explore how The University of Western Australia (UWA) is leveraging the Science Without Borders Program to develop deep research collaboration between the two nations. UWA has only recently become involved in a coordinated way with Brazil but in a short time has made significant progress. Since welcoming our first SWB students in 2012, we have leveraged the program to increase our research engagement with leading Brazilian institutions. In August 2014 a delegation of senior leaders and academic experts travelled to Brazil to engage with EMBRAPA, UFRJ, UFPR, UFRGS, UniCamp, ESAŁQ-USP and UNESP. UWA also hosted a visit from UEA in November where (amongst other things) collaboration in telehealth was explored and is now being followed up. In addition, in November 2015 UWA will be hosting a food security conference bringing together experts from Brazil and Australia in Perth to explore a topic of great importance to both nations.

**Cooperation Agreement between the Technical University Vienna and the UFRGS Architecture / Smart City**

**Markus Tomaselli, Technical University Vienna**

Since more than 10 years there is a regular contact between the Universidade Federal do Rio Grande do Sul (UFRGS) in Porto Alegre and the TU Vienna. And since 2005 we hold an agreement between the universities as well as the faculties of Architecture. Regular visits in Austria and Brazil by Students and Professors followed, joint workshops have been held in both universities, publications have been exchanged. The following years we are planning to focus on urban infrastructure, smart city topics and multi modal mobility. The presentation would include a review of the last projects as well as a preview to the planned cooperations.
Parallel Sessions 3.6 - Room 16
Internationalization Process (I)
Chair: Luciane Stallivieri, Universidade Federal de Santa Catarina (UFSC)

Ireland: The Internationalization of Higher Education
Gerry O’Sullivan, Higher Education Authority, Science without Borders Coordination

The internationalization of higher education in Ireland has become a key priority of education policy in the last decade or more. Ireland is a relatively small country but as a member of the largest trading bloc in world - the European Union - it is part of a major international force. This relationship with the EU has played a pivotal role in expanding and complementing the international activity of Irish higher education. As part of this process, Ireland has developed a range of tools that greatly assist with international short-term student mobility similar to Science without Borders - tools that if employed in this area could be of much useful benefit. Of equal importance is the crucial role that higher education provision is playing and will continue to play in economic, social and cultural planning. A more process of reform in ongoing and internationalization is one of the key pillars. The Irish international education strategy (currently being reviewed) has identified Brazil as a key partner.

Ulster University: International partnerships, regional impact
Timothy Brundle, Ulster University

Based in the region of Northern Ireland within the United Kingdom, Ulster University is the largest academic institution on the island of Ireland. Ulster is a university with a national and international reputation for excellence, innovation and regional engagement. We make a major contribution to the economic, social and cultural development of Northern Ireland and play a key role in attracting inward investment. Our core business activities are teaching and learning, widening access to education, research and innovation and technology and knowledge transfer. Through our international partnerships, we have made a substantive impact on our regional economic environment, developing courses for foreign direct investment companies, building technologies on which new enterprises are based, and as a collaborator to embed innovation and research into indigenous businesses. As a result, Northern Ireland has become one of the fastest growing economic regions in Europe, a top investment destination. Of equal importance is the crucial role that higher education provision is playing and will continue to play in economic, social and cultural planning. A more process of reform in ongoing and internationalization is one of the key pillars. The Irish international education strategy (currently being reviewed) has identified Brazil as a key partner.

Student’s Perception of the Importance of Internationalization
Silke Weber, Universidade Estadual Paulista (UNESP), Botucatu Medical School
Karina Chamma, Universidade Estadual Paulista (UNESP), Botucatu Medical School
Silvana Schellini, Universidade Estadual Paulista (UNESP), Botucatu Medical School

Since globalization is a characteristic of the new teaching and learning model, universities should facilitate internationalization and ensure the quality of activities. As results of these new models, besides international mobility, the university expects students to improve their responsibility and their communication abilities, gaining greater intercultural tolerance, more empathy, new skills, flexibility, innovation and motivation for long-life learning. To ensure the quality of the internationalization process at Botucatu Medical School (UNESP/FMB), pre and post-exchange questionnaires were designed to assess the goals of students and their familiarity with cultural and social aspects of the visiting country; they were applied to exchange students from 2011 to 2014. Short-term clerkships do not necessarily need to include performance of their learned abilities, but for long-term exchange programs (e.g. Science-without-Boarders) this is fundamental and must be taken into account. The development of exchange programs should consider the preparation and evaluation of students during and after the exchange process.

Parallel Sessions 4.1 - Pássaros Auditorium
EMI - English as a Medium of Instruction (I)
Chair: Julie Dearden, University of Oxford, Department of Education

Implementation of Undergraduate Classes in English, in a Brazilian Federal University
Vladimir Di Iorio, Universidade Federal de Viçosa

The Universidade Federal de Viçosa (UFV) is a multi-campuses Brazilian federal university with approximately 20,000 students. The university is well known for its excellence in Agricultural Sciences, but has become a comprehensive university in the last decades. In 2013, UFV decided that one its priorities regarding internationalization was the implementation of classes in English, especially at the undergraduate level. The goals of this initiative are twofold: allow our students to have an experience with classes in English at home, preparing them for future experiences abroad; and attract more international students. A key action to achieve these goals was an intensive training offered to UFV faculty members to increase their abilities to teach in English. We will discuss how we prepared the training for UFV faculty; how we got funds for this training; what was our strategies to choose the courses that would be taught in English; what were the difficulties and the outcomes during the first year of this initiative.

Teaching in English at the Undergraduate Level in a Brazilian Public University
Leandro R. Tessler, Universidade Estadual de Campinas (IFGW, Unicamp)

This presentation will describe the internal procedures to officially offer for the first time a course in English for undergraduate students at the Institute of Physics (IFGW) of Unicamp, a Brazilian research university. In this first experiment the main objective is to offer the students an opportunity to improve their English language skills while taking an elective. Because Unicamp does not have regulations concerning teaching in foreign languages relevant rules and procedures were decided locally. Teaching in English is part of a bold plan to make IFGW an international reference in Latin American,
**Parallel Sessions 4.2 - Room 11**

**Networks (I)**  
Chair: Takalani Mashau, University of Venda

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**Role of University Networks in Building Sustainable Partnerships for Enhanced EU-LA Collaboration**  
Wioletta Węgorowska, SGroup European Universities’ Network  
Barbara Costa, University of Porto

The session will feature the importance of providing sustainability plans to programmes funded by the European Commission to enhance relations of higher education institutions from the European Union and third country partners, more specifically with Latin America. A special emphasis has been placed on the role of university network in the process of identifying good practices and mechanisms of the transfer of knowledge. SGroup European Universities’ Network whose links with Latin America have been built over the past 10 years through the EU-funded mobility programmes presents sustainability measures designed to capitalise on the invested human and financial resources to provide continuity to EU-LA relations. The session will exemplify the role of university network in shaping policies and trends in higher education to strengthen the academic and research collaboration between the regions.

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**International Learning Experiences: On-the-road Programs / Experiências Internacionais De Aprendizagem: Programas On-the-road**  
Cristina Miguens, WIND

Both academic research and individual testimonials hold the fact that the process of learning is more efficient when bringing together a solid theoretical knowledge and life experiences. Lectures plus books plus International Learning Experiences: this is the key equation for a successful individual development in a variety of fields such as Management and Engineering. As an independent firm, WIND assembled the parts, in the Portuguese territory, to mold On-The-Road Programs - private companies that pitch their names into the international scene, prize-winning organizations, some of the most reputable Universities and a historic culture. As a result, unique International Learning Experiences are provided to graduate and undergraduate students.

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**Parallel Sessions 4.3 - Room 12**

**Internationalization Process (I) (in Portuguese)**  
Chair: Suzana Monteiro, Universidade Federal de Pernambuco (UFPE)

**Percepção dos Stakeholders sobre a Internacionalização: O caso ESPM**  
Alexandre Gracioso, Escola de Propaganda e Marketing (ESPM)

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**Parallel Sessions 4.4 - Room 14**

**Internationalization at Home (I)**  
Chair: Jocelyne Gacel-Ávila, Universidad de Guadalajara

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**A Importância de Projetos Internacionais em Universidades Novas**  
Orlanda Mabel Cordini de Rosa, Universidade Federal dos Vales do Jequitinhonha e Mucuri (UFVJM)

Apresentação de dados estatísticos que fundamentam o processo de internacionalização das Universidades que têm dez anos de existência e o papel dos projetos internacionais (Brafitec, Erasmus, Branetec, PMM, PAEC, Comissão Fulbright, AECID, Universia). A sessão discutirá os benefícios para a comunidade acadêmica da instituição de ensino, os aspectos culturais que envolvem a mobilidade e a evolução inercial de pesquisadores, docentes e discentes no acréscimo da qualidade do ensino-aprendizagem, novas práticas e inovação tecnológica e a motivação e incentivo à introdução de línguas estrangeiras na vida acadêmica. Abordará também a importância das agências nacionais e internacionais em promover esses laços entre as IES nacionais e internacionais (MEC, FAUBAI, ANDIFES, GCUB-Campus France, DAAD, NUFFIC-Neso, US-Connection, AECID, Universia, Latino Australia, British Council, EAI, OUI, AMPEI, AUGM).

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**Probral e Unibral: Parcerias entre Alemanha e Brasil**  
Ursula Dannemann, Serviço Alemão de Intercâmbio Acadêmico (DAAD)

O Serviço Alemão de Intercâmbio Acadêmico (DAAD) e Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) mantêm há vinte anos o programa de cooperação científica PROBRAL, com o fomento a mais de quatrocentos projetos bilaterais entre universidades alemãs e brasileiras nas diversas áreas das ciências. A sessão pretende apresentar alguns dados resultantes de uma avaliação realizada em 2014, que atesta uma história de êxito da parceria acadêmica entre os dois países.

UNIBRAL é um programa de cooperação para mobilidade acadêmica, que abre um leque de alternativas para a internacionalização do ensino de graduação, a respeito do qual apresentaremos orientações e critérios de participação.

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**English a Medium of Instruction into Practice**

Simone Sarramento, English Without Borders Program, SESu/MEC  
Brazilian Ministry of Education

Laura Knijnik Baumvol, Universidade do Vale do Rio dos Sinos (UNISINOS)

Leandro R. Tessler, Universidade Estadual de Campinas (Unicamp)

In this presentation we aim at addressing the expectations from students of an EMI undergraduate/graduate Physics class have at the beginning of the semester concerning: their improvement (or not) in the English language; possible gains or losses in content comparing to classes in Portuguese; the professor’s English proficiency; and the actions the professor may take regarding language correction, use of Portuguese and assessment.

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Can Experiential Internationalisation be Comprehensive without Substantial Cultural Adjustments for all University Stakeholders?
Jean-Bernard Adrey, Coventry University

In September 2014, Coventry University (CU) received the European Association for International Education (EAIE)’s Award for Innovation in Internationalisation for its achievement in experiential internationalisation to date and its 2020 Strategy to offer all students differentiated, complementary opportunities to gain international experience and acquire Inter-Cultural Competences (ICC). The catalogue of ICC-acquisition platforms developed to that effect includes international mobility schemes, more systematically internationalised curricula, and various forms of extra-curricular offers.

Examining concrete catalysts of internationalisation policy change, from agenda-setting to implementation, evaluation and acceptance, this paper critically retraces the journey that has led CU to raise international mobility outputs from 300 up to almost 4,000 in 6 years, outlining the key lessons learnt as we pave the way to generate mobility opportunities for 10,000 students and ICC for all by 2020. It proposes that such achievements and ambitions require much more than substantial, financial investments. Specifically, surmounting obstacles and rising to the 2020 challenges also require cultural adjustments in professional values, attitudes and practices for key university actors – faculty, managers and professional services – both at home and partner institutions abroad. This paper offers one UK example and tentatively concludes on its exportability to other UK and non-UK HEI contexts.

Internationalising the Campus
James Kennedy, University of Warwick
Emily Lin, University of Warwick

At the University of Warwick over one third of students come from outside the UK. Recognising that the cosmopolitan campus is a huge learning resource for all students, the University has embarked upon an ambitious programme of activities to ensure that every student has an international experience. For each student this may include spending some or all of their period of study in a country other than their own; studying, researching, and taking part in structured social, cultural and sporting activities with students from other countries; learning other languages, or a combination of some or all of these activities. All students will be able to acquire intercultural skills, and have the ability to reflect on these experiences in ways that contribute to their personal learning and development. Warwick graduates will be distinguished by their capacity to act as global citizens, with the personal and professional competence to be successful in an inter-connected world. The aim of this presentation is to share the Warwick experience, and open up a discussion with colleagues from Brazil and elsewhere on how to optimise the international experience of students.

Enablers and Blockers at IoC: Focus on the teaching and learning processes
Maria Gama, Universidade do Vale do Itajaí (Univali)

Very few Univali students have the opportunity to study abroad despite the increasing number of mobility programs they are
Parallel Sessions 4.5 - Room 15

Institutos Federais Brasileiros II (in Portuguese)
Chair: Eliane Segati Rios Registro, Universidade Estadual do Norte do Pará (UENP)

Caminhos para a Internacionalização do Instituto Federal de Educação, Ciência e Tecnologia de Goiás: Projetos Colaborativos em Parceria com a Universidade de Ciências Aplicadas de Worms, na Alemanha, e com a Northern Virginia Community College

Mabel Pettersen Prudente, Instituto Federal de Educação, Ciência e Tecnologia de Goiás (IFG)
Suelene Vaz da Silva, Instituto Federal de Educação, Ciência e Tecnologia de Goiás (IFG)

O Instituto Federal de Educação, Ciência e Tecnologia de Goiás (IFG) tem buscado parceria de instituições estrangeiras para colaborativamente desenvolverem projetos em diferentes áreas do conhecimento. No Projeto “Interfaces do conhecimento: sustentabilidade e aprendizagem de línguas”, por meio de discussões acerca de temáticas ambientais, alunos brasileiros e estrangeiros sociabilizam seus conhecimentos sobre sustentabilidade ambiental, compartilhando suas culturas, especialmente seus idiomas. Durante um semestre letivo, alunos do IFG e da Universidade de Worms interagiram via o aplicativo de videoconferência Openmeetings, discutindo temáticas ambientais. Alunos de Worms visitaram o Brasil, para desenvolver em parceria com os alunos brasileiros um estudo sobre meio ambiente. O IFG desenvolveu o mesmo projeto em parceria com a Northern Virginia Community College. A língua portuguesa e as línguas estrangeiras são utilizadas pelos alunos durante as interações virtuais, na troca de uso das línguas conhecida como “Teleatendimento”, um contexto de aprendizagem de línguas mediado por uma ferramenta computacional de videoconferência que oportuniza a pares de aprendizes, falantes de línguas diferentes, aprenderem, a distância, a língua um do outro por meio de interações reais e significativas.

Parallel Sessions 4.6 - Room 16

Science without Borders (IV)
Chair: Daniela Barbosa, INSPER

Best Practices: Science mobility students at Northern Arizona University case study

Mandy Hansen, Northern Arizona University
Aline Robinson, Northern Arizona University

The Science without Borders (SwB) Program has expanded the number of Brazilian students at U.S. Institutions of Higher Learning. This session will take a case study approach and explore lessons learned and best practices in hosting SwB Students at Northern Arizona University. Administration, programming and ideas will be shared in effort to promote learning and generate best practices that can be implemented at other institutions hosting these students.

Learning Experiences in Science without Borders Program: What do students tell us?

Climene F. Brito Arruda, Universidade FUMEC

This presentation aims to report the processes experienced by students, from FUMEC University, located in Belo Horizonte, Minas Gerais, Brazil, who have participated in the Science Without Borders Program. Data were collected by means of students’ written narratives in order to understand their learning process in experiencing the mobility program. A qualitative approach to the analysis and presentation of the results was adopted. The narratives revealed that students benefited from experiencing the mo-
The Science without Borders (SwB) Program aims to promote the consolidation, expansion and internationalization of Science and Technology in Brazil and the development of Education in the country. In this context “Rede CsF” arises, a civil non-profit association formed by fellows and alumni of the SwB program. The Expande-Rede is a program from Rede CsF, which the purpose is to create and to keep active an internationalization environment in Brazilians Universities. This presentation will detail the plan and steps to build up these centers, to present the main basics events design to use the potential of SwB scholars for improving our home academia. As case of success, it will show the UNESP center as a case model, as it has been developing actions of support international students and advising future scholars of international mobility programs. Finally, the present work also instigates the replication of these centers by students in Brazilian Universities, improve actions between society, academia and government to boost the achievement of the goals of the SwB program and the post-exchange period expectations.

15:30 - 17:00 - Parallel Sessions 5

Parallel Sessions 5.1 - Pássaros Auditorium

Sessão Conjunta CRUB-FAUBAI: Internacionalização das Universidades Brasileiras (in Portuguese)
Chair: Rita Moriconi, EducationUSA

O Papel do Conselho de Reitores das Universidades Brasileiras frente aos Desafios da Internacionalização da Educação Superior no Brasil
Fernanda Povoa, Conselho de Reitores das Universidades Brasileiras (CRUB)
Cláudia Forte, Universidade Presbiteriana Mackenzie (UPM)
José Alberto Antunes de Miranda, Unilasalle Canoas
Luciane Stallivieri, Universidade Federal de Santa Catarina (UFSC)
Leandro Tessler, Universidade Estadual de Campinas (Unicamp)
José Celso Freire Junior, Universidade Estadual Paulista (UNESP)

O Conselho de Reitores das Universidades Brasileiras (CRUB), criado em 1966, tem por missão promover a integração das Universidades e Centros Universitários brasileiros, fortalecendo sua autonomia e buscando, permanentemente, o aperfeiçoamento da Educação Superior. Um dos grandes patrimônios do CRUB é a sua diversidade, sendo o único Colegiado de Reitores a congregar todos os segmentos universitários. Sob esta égide integradora e plural, o CRUB tem realizado diversas discussões sobre o papel e importância da internacionalização da Educação Superior brasileira, contando com uma específica comissão de trabalho para essa temática. Entendendo que o processo de internacionalização abriu possibilidades de mudanças profundas nas universidades e na dinâmica educacional, esta sessão visa aproximar os reitores da realidade vivida pelos gestores internacionais e apresentar o trabalho da Comissão de Internacionalização do CRUB, tendo como pontos-chave a discussão sobre a Diretriz Nacional para a Internacionalização da Educação Superior Brasileira, a questão da revalidação de diplomas e títulos estrangeiros, as boas práticas de internacionalização nas IES do Brasil e os desafios a serem superados para a melhoria dos processos de internacionalização. Serão apresentadas as diretrizes da Comissão de Internacionalização do CRUB e os pontos de vista de uma universidade pública e de uma privada.

Parallel Sessions 5.2 - Room 11

Credit Recognition (in Portuguese)
Chair: Margie Rauen, Universidade Estadual do Centro-Oeste (Unicentro)

Por um Sistema de Reconhecimento de Créditos centrado no Aprendizado do Aluno
Sérgio Franco, Universidade Federal do Rio Grande do Sul (UFRGS)

O incremento da mobilidade acadêmica tem colocado em cheque nossa forma de medir a qualidade da formação. Várias regiões do mundo adotaram créditos de transferência como forma de medida. No Brasil, o aproveitamento de estudos entre universidades brasileiras é caótico, quanto mais entre alguma universidade estrangeira e uma brasileira. A principal barreira é o conceito brasileiro de carga horária. As Diretrizes Curriculares Nacionais não superaram o conceito de carga horária: as oportunidades de aprendizagem ficam reduzidas ao tempo que o aluno passa em sala de aula. É preciso pensar diferente: o tempo do estudante; o volume de trabalho requerido para alcançar determinadas competências; a distribuição ponderada e realista das atividades de aprendizagem no currículo; basear-se em estimativas; pensar em uma forma de reconhecimento comum dos resultados de aprendizagem alcançados; favorecer a transferência de estudantes entre distintos programas ou instituições, dentro e fora dos contextos nacionais. Isso passa por uma profunda rediscussão curricular e pela produção de normativas pelo Conselho Nacional de Educação, que contemplem a realidade da educação superior brasileira, marcada pelas diferenças entre instituições públicas e privadas e pela forte presença de alunos trabalhadores.

Reconhecimento de Créditos: A Experiência da UNESP
José Celso Freire Jr, Universidade Estadual Paulista (UNESP)

Student Exchange programs are components present in all processes of internationalisation of universities in the world. For most of them this activity constitutes the first action of internationalisation developed. In this context, the question of recognition of the activities developed during the period of the exchange is a matter very badly resolved. It generates noise and problems in effective development policies of internationalisation of the institutions. This issue has been largely resolved in Europe with the Bologna protocol that defined the model of the European Credit Transfer and Accumulation System (ECTS), but in Brazil sets still a major problem to effective internationalisation of higher education institutions. The solution to this problem passes by the definition of clear rules that could ensure to students in exchange, the effective recognition of activities...
Reconocimiento de Créditos: A Experiencia da UFMG
Fabio Alves, Universidade Federal de Minas Gerais (UFMG)

O lanzamiento do programa Ciencia sem Fronteiras viabilizou a mobilidade en larga escala de estudiantes brasileiros para experiencias de intercambio no exterior. Como decorrência dessa mobilidade, surgiu inevitavelmente a expectativa dos estudiantes, ao retornarem às suas instituições de origem, de terem reconhecidos os créditos cursados durante o período passado nas universidades estrangeiras. A falta de regras claras para o reconhecimento das atividades desenvolvidas no exterior gera problemas e frustra expectativas. Há vários anos, a Universidade Federal de Minas Gerais (UFMG) desenvolve e forma mobilidade de estudiantes de graduación en el exterior através do seu propio programa de intercambio: o Minas Mundi. Como decorrência dessa experiencia, a UFMG consolidou uma serie de boas prácticas adequadas para o reconhecimento dos créditos obtidos no exterior. Esta apresentação presenta uma reflexão crítica sobre o proceso de reconocimiento de crédito no âmbito do programa Minas Mundi e procura estender a discussão para o reconhecimento de créditos decorrentes da participación de estudiantes de graduación en outros programas de mobilidade no exterior, destacando, sobretudo, a experiencia da UFMG no reconhecimiento de créditos de estudiantes egressos do programa Ciência sem Fronteiras.

Parallel Sessions 5.3 - Room 12
Interculturality (Multilanguage)
Chair: Livia Reis, Universidade Federal Fluminense (UFF)

Language Policies and Internationalization: Portuguese as a chance
Gilvan Müller de Oliveira, Universidade Federal de Santa Catarina (UFSC)

The text discusses the issue of internationalization of Portuguese countries in the beginning of the XXI century, the strategy and the internationalization efforts of its management in the wake of the Orthographic Agreement of 1990 and, finally, the place Portuguese may have in more international institutions. Special attention is given to the Brazilian case in the context of a functional multilingualism. The article concludes that it is still underexplored the potential of Portuguese as an instrument for internationalization.

El Programa de Español y Cultura Latinoamericana de la Universidad Nacional de Córdoba: Desarrollo y Fortalecimiento de la Internacionalización Académica
Sonia Bierbrauer, Universidad Nacional de Córdoba

En el marco de los desarrollos de internacionalización de las propuestas académicas de la Universidad Nacional de Córdoba, en el año 2007 se formalizó la creación del Programa de Español y Cultura Latinoamericana (PECLA www.pecla.unc.edu.ar) a partir de nuevas políticas de difusión y promoción de las universidades argentinas en el extranjero. Estas acciones de gestión institucional promovieron la revisión de las reglamentaciones de admisión de estudiantes internacionales no hispanohablantes que demandaban otras necesidades y se reformuló la oferta de cursos, especialmente en considerar nuevos contenidos adecuados y acordes con estándares internacionales.

El PECLA se presenta hoy como una alternativa sustentable que posibilita la acreditación de los estudios en las universidades de origen a quienes en la búsqueda de una oferta académica de E/LE en el ámbito universitario, además tienen la posibilidad de certificar el dominio de E/LE a través de un examen internacional como lo es el Certificado de Español, Lengua y Uso (CELU www.celu.edu.ar). La presentación intentará dar cuenta de los procesos institucionales y académicos llevados a cabo.

“Ganhe o Mundo”: Uma Inovação na Educação Pública
Aurélio Molina da Costa, Universidade de Pernambuco (UEP)
José Guido Corrêa de Araújo, Universidade de Pernambuco (UEP)
Chair: Livia Reis, Universidade Federal Fluminense (UFF)

Esta sessão visa descrever e difundir no meio acadêmico uma experiência inovadora de ensino de uma segunda língua em larga escala a estudantes do ensino médio de escolas da rede pública do Estado de Pernambuco, denominado Programa de Intercâmbio Internacional “Ganhe o Mundo” (PGM), criado pela Lei Estadual nº 14.512, de 7 de dezembro de 2011, totalmente custeado com recursos estaduais. O PGM foi desenhado para oferecer anualmente, num segundo turno escolar, ensino de uma língua estrangeira (inglês ou espanhol) a 25.000 estudantes do ensino médio estadual de todas as regiões do Estado de Pernambuco. Os estudantes são selecionados pelo coeficiente acadêmico, considerando-se a média aritmética anual das notas de português e matemática e de uma prova de habilidades linguísticas. Aos 1100 estudantes com melhor desempenho entre estes, é oferecida a oportunidade de viajar a um país de língua inglesa ou espanhola para cursar um semestre letivo em escolas do tipo High School (EUA, Canadá, Nova Zelândia, Austrália) ou Escuelas Secundarias (Españha, Chile, Argentina). O programa foi desenhado para ter múltiplos impactos no complexo processo ensino-aprendizagem. A lógica do programa é coordenada pelo Estado de Pernambuco e cada estudante recebe as passagens aéreas, hospeda-se em família hospedeira e tem direito a uma bolsa mensal em torno de 300 dólares americanos.

A Tripartite Idea: International Graduate Program in Cell and Molecular Biology of Plants
Raul Machado Neto, Universidade de São Paulo (USP)

Three major research institutions - Rutgers University (USA), University of São Paulo (Brazil) and Ohio State University (USA) - agreed in September 2004 to develop a Tripartite International Graduate Program in Cell and Molecular Biology of Plants, IGP-CMBP. The program builds on a long-term collaboration that includes undergraduate scholars, graduate students, and faculty research programs.

The qualifications of these institutions and the expertise that the researchers already shared was the motivation to do something more, and by taking advantage of this international synergism, to create an outstanding program of human resource training at the Ph. D. level in a truly international academic environment. This unique program seeks to award Doctoral degrees (PhDs) in Plant Sciences with international scope through the active participation of the professors from these institutions. In addition, it
University Research: Local solutions to global problems or vice-versa? Three case studies

Guillermo Badenes, Universidad Nacional de Córdoba
Andrea Marín, Universidad Nacional de Córdoba

Unlike what happens in research centers, foundations or companies (be they state-run or private), research guidelines at universities respond to academic, political, institutional and social matters. Universities possess superstructures that should ensure that the direction the research it carries out takes conforms to the directives that spring from the upper management levels alone. It is true that national, provincial or municipal governments may set the research agenda of a university through grants and subsidies, but the autonomy that state-run universities tend to enjoy ensures that, because of their mission, they often respond to the societal needs of the region where the university is immersed and to the questions on which researchers ponder. Over the past few decades, a new player has come to Latin America to set (or try to set) new research agendas: European Union development cooperation programs. Through the most varied strategies such as inviting PhD candidates, offering research grants, subsidizing the visits of academic in Latin America and the like, over the course of the recent past, Europe has generously invited Latin America to answer its questions. Different cooperation programs foster the creation of networks, research teams and even whole laboratories in our continent.

This presentation will first revise the main sources of financing by the European Union and how they may set the agenda of Latin American universities. It will then present three case studies to discuss how research agendas are set on both sides of the Atlantic and on the North and South of Latin America.

Will the Internationalization of Research Lead to the Extinction of International Relations Offices?

Sylvain St-Amand, Université du Québec à Montréal (UQAM)
Catherine Rodriguez, Université du Québec à Montréal (UQAM)

Characterized by the growth, the acceleration and the intensification of economic, political, social and cultural interactions, globalization inevitably impacted the world of higher education. In response to an increasingly complex context, universities have had to sharpen their expertise and, in the last 20 years, offer the internationalization of higher education in a wide range of colors. Originally created to manage North-South development projects, the activities of International Relations Offices have gradually moved towards the expansion of student mobility. Only recently have universities started to rely more and more on International Relations Offices’ teams to internationalize research. Dealing with this change brings multiple challenges. Among them: operationalize the collaboration with the institution’s research office; gain expertise and detailed knowledge of international aspirations and goals of research groups; and build new networks among international donors. Will the International Relations Offices, as we know them, be able to survive in this new ecosystem? Through considerations on the experience of UQAM International Relations Office while facing the new role it’s being asked to play, this presentation aims to foster an exchange on participants’ experiences and good practices.

O Perfil Institucional da Assessoria de Relações Internacionais da Universidade Federal do Paraná

Klarissa Valéria Ribeiro Saes, Universidade Federal do Paraná (UFPR)
Maria Terezinha Hanel Antoniazzi Gardolinski, Instituto Federal do Paraná (IFPR)

Na crescente demanda por internacionalização do ensino superior e a clara necessidade de institucionalizar essas ações, surge o papel do setor de Relações Internacionais das IES. Considerando as atividades desenvolvidas como parte de uma política pública, o presente artigo visa analisar a Assessoria de Relações Internacionais da Universidade Federal do Paraná (ARI-UFPR) de acordo com critérios apresentados por Suzina (2013). Após coleta de documentos da instituição relevantes à pesquisa, levantamento de dados da ARI-UFPR e entrevista com o gestor do setor, verificou-se que as metas definidas pela instituição no que concerne sua internacionalização foram alcançadas parcialmente e, a partir dos resultados, torna-se possível traçar novos objetivos, fomentando projetos para o futuro.

Semana de Recepção do Estudante Estrangeiro: Experiência da Universidade Federal de Lavras

Juliana Moreira Magalhães, Universidade Federal de Lavras (UFLA)
Antonio Chalfun Junior, Universidade Federal de Lavras (UFLA)
Lidiane da Silva Dias, Universidade Federal de Lavras (UFLA)

Como um dos pilares do Programa de Internacionalização da Universidade Federal de Lavras, lançado em 2014, a recepção de estudantes e visitantes estrangeiros é um aspecto importante a ser considerado quando se trata da obtenção do sucesso dos programas de internacionalização nas Universidades Federais. O Objetivo deste projeto é criar um período no calendário acadêmico específico para a recepção de estudantes estrangeiros, de preferência na primeira semana do início do semestre, com atividades informativas e culturais, aonde eles possam esclarecer as suas dúvidas e socializar com os outros estudantes da UFLA, além de conhecer o ambiente acadêmico e quais são os seus direitos e deveres como estudantes.
This presentation will propose some ideas on the building of a new South-North consensus among universities on cooperation. This presentation aims at contributing to the discussion on rankings in two ways. On the one hand, by reminding ourselves that when making institutional development decisions, universities should first and foremost take into account the nature of their public mandate, their own values and their communities’ aspirations, and not submit themselves to external alien pressures. On the other hand, this presentation will propose some ideas on the building of a new South-North consensus among universities on cooperation aiming at sustainable and true internationalization of higher education.

**Parallel Sessions 5.6 - Room 16**

**Rankings**  
Chair: Giancarlo Spinelli, Politecnico di Milano

**Internacionalização do Ensino Superior: Cooperação versus Competição**  
Carlos Kamienski, Universidade Federal do ABC (UFABC)

Atualmente, existe uma crítica ao modelo de internacionalização demasiadamente focado cooperação, incentivado pelos rankings internacionais, que instigam o desejo de competir entre as universidades. Acredita-se que o modelo tradicional baseado na cooperação seja mais saudável para os relacionamentos entre elas. No entanto, deve-se analisar mais a fundo as causas e a origem da cooperação e da competição de acordo com os objetivos das universidades. O fundo do debate, que envolve cooperação vs. competição na internacionalização das universidades, está na sua própria missão. Em geral, atualmente concorda-se que universidade deve realizar ensino, pesquisa e extensão. Universidades intensivas em pesquisa têm seus resultados mais facilmente mensuráveis e continuamente obtêm incentivos para continuar competindo umas com as outras na geração do conhecimento. Universidades com foco em ensino formam profissionais para atuar em vários setores e o reconhecimento da sua excelência vem da sociedade. Elas têm mais afinidade com a colaboração porque a disseminação do conhecimento pode ser repetida inúmeras vezes. A sociedade pode ser beneficiada com ambos os modelos de relacionamentos entre universidades.

**The University in a Globalizing World: Ranking operation or massive cooperation?**  
Robert Proulx, Université du Québec à Montréal (UQAM)

The Shanghai Jiaotong Ranking of World Universities (and its other variations like QS and Time) has been extensively discussed since its launching in 2003. Many have criticized its methodology, its bias towards anglo-saxon institutions, and for ignoring qualitative factors. Yet, its influence on universities’ strategies, government policies and private funding has remained important, and has created a climate of fierce competition among universities. This presentation aims at contributing to the discussion on rankings in two ways. On the one hand, by reminding ourselves that when making institutional development decisions, universities should first and foremost take into account the nature of their public mandate, their own values and their communities’ aspirations, and not submit themselves to external alien pressures. On the other hand, this presentation will propose some ideas on the building of a new South-North consensus among universities on cooperation aiming at sustainable and true internationalization of higher education.

**Brazil: Its “real” position in the Global Academic Rankings**  
Rosiene Vieira, Escola Superior de Propaganda e Marketing (ESPM)  
Manolita Lima, Escola Superior de Propaganda e Marketing (ESPM)

Bearing in mind the issue of inclusion in the educational system and the fact of owning a National Assessment System of graduate studies program – Sistema Nacional de Pós-Graduação (SNPG) – well known worldwide (focus on quality) we ask: what is Brazil’s “real” position in the global academic rankings? In this qualitative study, we opted for bibliographic, documentary and empirical research. The findings reveal that Brazil’s “real” position in the Global Academic Rankings validates previous studies on this subject in terms of the lack of a look at different realities.

**17:00-18:30 - Matchmaking 2**  
Flores Auditorium

**Foreign institutions meet Brazilian counterparts by appointment.**

**Parallel Session - 6.1 - Pássaros Auditorium**

**EMI - English as a Medium of Instruction (II) (in Portuguese)**  
Chair: Vladimir Di Iorio, Universidade Federal de Viçosa (UFV)

**Novas Propostas Pedagógicas para o Desenvolvimento de Disciplinas Ministradas em Línguas Estrangeiras em Salas de Aula Multiculturais**  
Luciane Stallivieri, Universidade Federal de Santa Catarina (UFSC)  
Roberto Birch Gonçalves, Universidade de Caxias do Sul (UCS)

O presente estudo discorre sobre a atual tendência da oferta de disciplinas regulares ou optativas nos cursos de graduação, ministradas em línguas estrangeiras, como parte importante para a formação dos novos profissionais globais, que necessitam de competências diferenciadas para atuação em mercados multiculturais. Fez-se uma reflexão sobre os conceitos de internacionalização, de mobilidade acadêmica e de internacionalização curricular que situam o cenário da educação mundial onde o fenômeno está ocorrendo. Realizou-se um estudo de caso longitudinal, descrevendo a trajetória de uma disciplina de graduação ministrada em língua inglesa numa sala de aula multicultural num período de três anos (2010-2013), em uma Instituição de Ensino Superior. Os resultados mostram um elevado grau de satisfação por parte dos estudantes que cursaram a disciplina e colocam em relevo as competências e responsabilidades dos profissionais que ministraram aulas em línguas estrangeiras em que a habilidade com a língua é fundamental, no entanto o domínio do conteúdo e a aplicação de metodologias adequadas não são menos importantes.

**Enseñanza de Cultura Latinoamericana e Idioma (ECLI) en la Universidad Nacional de San Juan, Argentina (in Spanish)**  
Guzmán María Belén, Universidad Nacional de San Juan  
Laura René Villavicencio, Universidad Nacional de San Juan

Argentina se ha convertido en un destino turístico y académico para el mundo. Una de sus causas es que el español es la segunda lengua después del inglés y que es lengua oficial hablada en veinte países.

En San Juan, el desarrollo del turismo como industria promocionada por medio de la política de gobierno y otras actividades...
Escolha a França

VOCÊ SABIA?
• A 1ª escola de engenharia do Brasil foi fundada em Ouro Preto com o francês Sr. Gorceix, em 1875
• A França é o 3º país mais procurado por estudantes estrangeiros
• Mais de 5 mil brasileiros foram admitidos nas instituições de ensino francesas no ano letivo 2013-2014
• Nos últimos 10 anos, 9 franceses receberam o Prêmio Nobel e 4 receberam a medalha Fields
• A França é o maior parceiro europeu do Brasil para as copublicações científicas

Intercâmbio universitário...

O CAMPUS FRANCE é a agência governamental francesa para a promoção do ensino superior, o acolhimento e a mobilidade internacional de estudantes e pesquisadores. Acesse nosso site e saiba mais sobre candidaturas e acompanhamento personalizado: www.brasil.campusfrance.org

“As tecnologias de ponta e a excelência científica reconhecida internacionalmente, com uma forte pesquisa destinada à área de biologia científica, são alguns dos motivos que me fizeram escolher estudar na França. Além disso, o país tem um ótimo sistema de saúde e qualidade de vida.” Ana Cláudia Cuenca, estudiante de Ciências Biológicas na Universidade de São Paulo, foi para a École Normale Supérieure de Lyon por meio do programa CsF.

... cooperação científica e inovação

• Programas: CAPES-COFECUB, Brafagri, Brafitec, CIFRE, REFE, STIC-Amsud, Guyamazon, MATH-Amsud...
• Laboratórios associados com os institutos franceses CNRS, IRD, CIRAD, CEA...
• Nossos parceiros brasileiros: CNPq, FAPs, CAPES, INCT, SENAI, IEPA, AEB, Fiocruz, Embrapa, Inpe, universidades...

“Eu fiz meu doutorado no Brasil, mas depois de um PhD você ainda é um novato. Nos anos seguintes, na França, descobri uma dimensão da matemática que eu ainda não conhecia. Como matemático, então, eu me sinto realmente Franco-Brasileiro porque me formei em ambos os lados do oceano.” (Le Figaro, 13 de agosto de 2014) Artur Avila, Medalha Fields em 2014 por seu trabalho matemático, diretor de pesquisa do Centro Nacional de Pesquisa Científica (CNRS) e pesquisador do Instituto de Matemática Pura e Aplicada (IMPA) do Brasil.

Para mais informações, acesse o site da Embaixada da França: www.ambafrance-br.org
comerciales e industriales han originado una solicitud concreta por un programa de enseñanza del español como lengua extranjera: el proyecto para la enseñanza de cultura latinoamericana e idioma ECLI en la Universidad Nacional de San Juan, a través de la Secretaría Posgrado y Relaciones Internacionales. El objetivo del proyecto es que los cursos de idiomas se acompañen con cursos o talleres sobre cultura general sobre Arqueología, Arquitectura, Historia y Literatura Argentina, Música, Cine, Teatro, Talleres de Bailes Folclóricos y Tango, visitas a Museos y lugares de interés cultural. En lugar de prácticas en aulas, se pueda optar por prácticas intensivas visitando lugares de interés cultural y científico de San Juan. También se les da la posibilidad a los estudiantes de validar su capacidad de usar el español como segunda lengua a través del examen CELU - Certificado de Español: Lengua y Uso, Certificación de Español de validez internacional.

Parallel Session - 6.2- Room 11
Internationalization at Home (II)
Chair: Arlene Jackson, Association of State Colleges and Universities (ASSCU)

How to Develop the International Dimension of an Institution of Higher Education when one is a Young, Small Sized University in a Peripheral Region?
Sandra Vessier, Université de Bretagne Sud

The session will present the context of the University of South Brittany, established in 1995, far from major French academic centers, but knew very early develop its international relations. It will be through this testimony to highlight some thoughts, demonstrate that small universities in the periphery, have strengths and can unashamedly exist on the international scene. Today this major issue is a key to the development of the institution, including contributing to its attractiveness at national and international level.

Internationalization at the State University of Maringá: Achievements and challenges
Evanilde Benedito, Universidade Estadual de Maringá (UEM)
Silvane Marques de Araújo, Universidade Estadual de Maringá (UEM)
Katia Regina Machado, Universidade Estadual de Maringá (UEM)

Brazilian universities face challenges every year to follow the social, economic and cultural development of the XXI century and have been carried out its mission in a joint work. The appreciation of internationalization reached a plateau that drives the universities and their members to constantly look for opportunities to enhance knowledge and optimize results to make competitive their peers in national and international context, contributing to build global science. There is already excellence in scientific research and the exchange of knowledge between researchers, scientists, although the interinstitutional relations need more support with regard to the study of international law, which is different from the Brazilian legislation and also, it lacks dynamic and less bureaucracy. The State University of Maringá showed significant and essential results to the advance of internationalization, what drives to new projects for the coming years. In a period of less than five years, the UEM effectively ruled the international student mobility process providing to Brazilian and foreign undergraduate students, the experience abroad through different Programs. As a result of new cooperation agreements there was a significant increase of actions that generated new mobility of students, teachers and researchers and foreign students’ orientation, conducting courses among partner institutions, publication of articles, books, new research and a greater external interest in our research and their respective peers. And also, the efforts to build the house of the foreign visitor at each public institution of Paraná State and the expansion of the financial assistance to provide the international mobility for undergraduates, graduate, university teachers and staff have been made as well. After seventeen years of the inclusion work of internationalization at UEM there is a bigger challenge: to consolidate the role of cooperation as an institutionalized office and be able to meet external demands of partners, guests, international visitors completely fulfilling the needs that arise.

Overcoming Learner Diversity: A teacher education perspective in South Africa
Takalani Mashau, University of Venda
Nancy Mutshaeni, University of Venda
Cosmas Maphosa, University of Fort Hare

Apartheid laws of 1949-1953 divided the South African society into racial ethnic groups. These racial ethnic groups were separated from one another in order for rulers to rule a divided society. These laws isolated different races and ethnic groups. In terms of the education sector, the Bantu Education Act did serious damage to Black societies. Laws of segregation divided South African population or societies according to race, religion, culture and ethnic background. After 1994, the democratic government, in its power, unified the divided society through pieces of legislation. The divided society was unified by pieces of legislation which were passed in parliament. Indeed, these pieces of legislation were passed to unify South African society, though in reality, South Africa, as a country, is still divided. Learners/students and teachers come from different cultural backgrounds and meet in schools. The question arises how teachers cope with learners who come from diverse cultural backgrounds. This concept paper discusses how teachers can cope in a multicultural class.

Parallel Session - 6.3 - Room 14
Networks (II)
Chair: Barbara Costa, University of Porto

The G3: A Strategic and Innovative Academic Alliance in the Francophone World
Guy Lefebvre, Université de Montréal
Stéphanie Dion, Université de Montréal

All world-class universities now have an international dimension which they wish to further develop and/or consolidate in various ways. No matter the extent of their international activities, the scope of their projects, the characteristics or the speed at which those projects are progressing, universities are driven by a willingness to develop internationally. It is in this context that the Université de Genève (UNIGE), Université de Montréal (UdeM) and Université libre de Bruxelles (ULB) decided to create in 2012 the “G3”, an innovative alliance that would offer faculty, researchers and students a unique space from which they can share their expertise, carry out inventive projects and
shed light on higher education in the Francophonie. Within the framework of the FAUBAI conference, the G3 members wish to encourage dialogue with their Brazilian as well as foreign counterparts on the strategies aimed at equitable internationalisation and to discuss the conditions which underpin the sustainability of partnerships. To do so, they propose to highlight the G3’s experience in regards to the main pillars of academic cooperation: Strategic multilateral partnerships; Innovative training programmes; Research; Institutional Support; Francophonie; and University governance.

**Parallel Session - 6.4 - Room 15**

**Student Mobility**

**Perspectives of King Saud University (KSU) Faculty Members toward Accommodations for College Students with Attention Deficit/Hyperactivity Disorder (ADHD)**

Abdulkarim Alhossein, King Saud University

The purpose of the current study was to examine the perspectives of King Saud University (KSU) faculty members toward the provision of accommodations for college students with ADHD and to identify differences among participants based on gender, nationality, having previous teaching experience of students with ADHD, having a relative or family member with ADHD, and academic rank and discipline. In addition, the researcher measured the relationship between participants’ perspectives toward accommodations and their assumptions about students with ADHD as well as their perception of professional development provided at KSU. The results indicated that the perspectives of participants toward accommodations did not relate to their gender, having a relative or family member with ADHD, or academic rank and discipline. The results suggested that the Saudi participants and the participants without previous teaching experience were more positive toward accommodations than were non-Saudi participants and those with no previous teaching experience. There was also a weak positive correlation between the participants’ perspectives toward accommodations and their assumptions about students with ADHD.

**Integrating Brazilian and American Students**

Daniel Amgarten, Campus Brasil
Wilton Oliveira, Universidade de São Paulo (USP), FEA-USP

Since 2010 the College of Business and Economics at the University of Sao Paulo (FEA-USP) and the College of Business at the University of Illinois at Urbana-Champaign have been collaborating on an annual 10-day program in Brazil. The program brings 18 visiting American undergraduate students together with 18 Brazilian undergraduate students for a cross-cultural collaborative case competition. The experience integrates constructive knowledge transfer among participants by facilitating customized lessons on Brazilian business and economics, visits to Brazilian and multinational businesses, and exposure to Brazilian culture through the lenses of the Brazilian students. The program requires a great deal of coordination and logistics, which is why the universities have partnered with a coordinating organization for all the 5 editions. The organization, Campus Brasil, is a Brazilian higher education specialty provider that assists universities in organizing and arranging everything from accommodations to company visits arrangements.

**Integrated Planning of International Medical Clerkships: The role of the university**

Silke Weber, Universidade Estadual Paulista (UNESP), Botucatu Medical School
Karina Chamma, Universidade Estadual Paulista (UNESP), Botucatu Medical School
Silvana Schellini, Universidade Estadual Paulista (UNESP), Botucatu Medical School

Internationalization is used as a tool to improve the quality of education, research, visibility of the university and to prepare students for a global and intercultural health environment. In medicine, there is a continuing shift to short-term and faculty-led clerkships, as students show greater interest in international internships with possibilities of learning abroad. However, to guarantee the success of these activities, it is essential that both institutions enrolled in these exchange programs fulfill several crucial items. Botucatu Medical School, UNESP-Univ Estadual Paulista (UNESP/FMB), made sure that the aims of each clerkship were be previously set; professors/tutors of both institutions elaborated short-term programs in partner universities, with the guarantee of ethic commitment, quality of hospital infra-structure and teaching support. Clinical rotations were distributed over the whole academic year in partner institutions in Europe, USA and China. The students were evaluated for language skills and received cultural and social information about the visited country. Alumni were frequently involved in these activities. Based on these efforts, UNESP/FMB increased the academic exchange rate to 42% of the undergraduates in the last five years. The continuum of the clerkships strengthened the integration of the curricula,

**Parallel Session - 6.5 - Room 16**

**Emerging Countries (I) (in Spanish)**

**Internacionalización en Universidades Argentinas: El Caso de las Nuevas Universidades Públicas**

Marcelo Monzón, Universidad Nacional de Moreno
Félix Sabaté, Universidad Nacional Arturo Jauretche
Juan Luis Mérega, Universidad Nacional de Quilmes
Guillermo Tangelson, Universidad Nacional de Lanús
Fiorella Wernicke, Universidad Nacional de Avellaneda
Valeria Pattacini, Universidad Nacional de San Martín
Lionel Korsunsky, Universidad Nacional del Comahue

“Desde el sur: miradas sobre la internacionalización”, fue construido a través del trabajo colectivo en la comisión de Relaciones Internacionales de la Red de Universidades del Conurbano bonaerense (RUNCOB) a partir de proyectos, que contaron con el financiamiento del Ministerio de Educación de la Nación Argentina a través del Programa de Promoción de la Universidad Argentina (PPUA), de la Secretaría de Políticas Universitarias (SPU). Los ejes centrales del trabajo se relacionan con el análisis de: “Conceptos, prácticas y ejes de acción para la Red de Universidades Nacionales del Conurbano Bonaerense (RUNCOB)” y “Red de estudio para la construcción de indicadores de internacionalización desde la experiencia latinoamericana al contexto de las universidades de la RUNCOB”. Propone encontrar un punto de partida para la conceptualización y construcción de indicadores de internacionalización desde un pensamiento situado, considerando a nuestra región como foco para la formación de metodologías, y la elaboración y re-significación de conceptos que impliquen considerar nuestras características y circunstancias propias.

Due to reforms successively made by several governments, the landscape of French Higher Education and research has changed rapidly over the last decade. This general trend was based, and still is, on the necessary adaptation of Higher Education and research institutions to the new realities of French society in a global context.

Facing this process of rapid changes, and understanding the risk of accumulative measures unrelated to each other, a perspective and prospective work was defined by a new law in July 2013, defining a National Strategy for Higher Education (StraNES), that should be developed and revised every 5 years.

In consonance with a National Strategy for Research, under the responsibility of the ministerial services, StraNES was developed by an independent committee, representative of the diversity of the French academic community. Bertrand Monthubert was then appointed its General Rapporteur, in partnership with the Committee Chairperson Sophie Béjean, President of Campus France.

This paper will present the main lines of work of the StraNES committee and its first diagnostics and proposals, particularly in terms of internationalization of French Higher Education.

The issues of competition - but also of cooperation - between countries, of the relation between internationalization and economic and technological development, and, more generally, of the dynamics of political and cultural influences through academic relations have a central place in the preliminary report. The questions that then arise concern the introduction of new policies and concrete actions to assert our position on the international academic stage.

This also raises a fundamental issue both for the reception of international students in France and the access of the lower-class French students to mobility: the question of the model of internationalization that France should enforce, respecting the humanist and universalist values it claims, not only nationally but also at an European and global scale.

En base al contexto de construcción del escenario paleolítico mundial del 2025 y al nuevo paradigma de la multipolaridad que lo sostiene, se propone desarrollar un “Programa de Acciones Académicas, de Investigación y de Extensión en el marco del BRICS”, el cual ambicionamos se construya colectivamente a través de un espacio de reflexión formado por las diversas UUNN de nuestro sistema de educación superior. Es clara la coincidencia de las posiciones planteadas desde el BRICS y las propuestas regionales de Latinoamérica y el Caribe (ENLACES). No solamente es posible, sino también necesaria la reflexión, investigación y transferencia de conocimientos desde las UUNN, tomando como eje los escenarios geopolíticos en construcción.

En un primer momento se cumplirá una labor exploratoria, de reconocimiento y diagnóstico que dará fundamentos para futuras acciones. El objetivo sustancial es generar un espacio de preparación, actualización y reflexión para formar referentes locales en armonía con el nuevo orden mundial en construcción. Esta iniciativa busca la integración regional, por lo que se hace extensiva esta convocatoria a El Espacio de la Educación Superior en América Latina y el Caribe (ENLACES/ELACES).

In the UNSJ, a través del área de Relaciones Internacionales, en el año 2013 se desarrolló el Programa de Cooperación Académica entre la Universidad Nacional de San Juan, Argentina y Guinea Ecuatorial, África. A través de este programa, la UNSJ se comprometió a brindar asistencia académica, a través de un Programa de Ingreso para Aspirantes Guineaos (PIAG), para cursar distintas carreras de grado que se imparten en las diferentes Facultades que la integran. LA UNSJ sistematizó y coordinó cada una de las etapas del proyecto: planificación, ejecución y control de las actividades académicas del proyecto; elección de docentes, ayudantes, tutores disciplinarios; asesoría y apoyo a los docentes en aspectos relacionados con la dinámica del proceso.
The evaluation of activities related to internationalization, especially those concerning student mobility programs, plays a key role for the universities. More than planning and implementing, it is essential to evaluate the directions of internationalization for the institution, their methodologies, strategies and justifications. This session will present the results of the evaluations with exchange students, during which it was possible to gather for evaluation purposes, data concerning the student mobility programs under development at the Universidade Estadual de Feira de Santana (UEFS), in particular the UEFS Scholarship Exchange Programs, the Santander Universities Ibero-American Scholarship Program and the Science without Borders (CSF). These measurements have been developed through cross-sectional analysis of the final reports of exchange, report card, as well as records during bimonthly lectures and in the University Internationalization Workshop, an annual event promoted by the UEFS Special Advisory for Institutional Relations.

**Parallel Sessions 7.4 - Room 15**

**Institutos Federais Brasileiros (III)**

**Chair: Carlos Ramos, Instituto Politécnico do Porto**

**The Internationalization Strategy of the Polytechnic Higher Education Sector in Portugal**

Armando Pires, Portuguese Polytechnics Coordinating Council (CCISP)

In this communication it is presented the internationalization strategy that is being implemented at the Polytechnic Higher Education Sector in Portugal, with the purpose of its disclosure, of sharing experiences and also of questioning before distinct realities that exist in other countries. This strategy is framed by a national internationalization strategy, recently made public through an official document entitled “A strategy for the internationalization of the Portuguese higher education system – statement of reasons and recommendations”, as well as in recent legislation in which a growing importance of higher education internationalization in Portugal is evident, particularly through the publication of the International Student Statute. A brief characterization of the Polytechnic Higher Education Sector in Portugal is also presented.

**Evaluation of Mobility Programs as a Tool for Sustainable Internationalization: Case Universidade Estadual de Feira de Santana (UEFS)**

Rita de Cassia Silva Castro, Universidade Estadual de Feira de Santana (UEFS)

Eneida Soanne Matos Campos de Oliveira, Universidade Estadual de Feira de Santana (UEFS)

Washington de Jesus Santos da Franca Rocha, Universidade Estadual de Feira de Santana (UEFS)

Luciano Penelu Bitencourt Pacheco, Universidade Estadual de Feira de Santana (UEFS)

Dioene Carneiro Nascimento, Universidade Estadual de Feira de Santana (UEFS)

The evaluation of activities related to internationalization, especially...
The Transfer of Knowledge through Social Networks: The case of students of Science without Borders of the Federal Institute of Sergipe

Leticia Lima, Instituto Federal de Sergipe (IFS)

Since the Program Without Borders was implemented in Brazil a lot of students of Sergipe were studying in other countries. With the global expansion of social networks the Federal Institute of Sergipe rescued and created a connection network with 17 students who are in several countries in Central America and Europe. These social networks contribute to transfer information in all areas of knowledge.

Parallel Sessions 7.5 - Room 16

Double Degrees
Chair: Angela Paiva, Pontificia Universidade Católica do Rio de janeiro, PUC-Rio

Discussing a Glossary for Double and Joint Degrees
Vitor Amaral, Universidade Federal do Rio de Janeiro, UFRJ
Giancarlo Spinelli, Politecnico di Milano

Nowadays, Double, Dual, and Joint Degrees are offered by almost all Universities in the world. However, a great level of ambiguity exists both in terminology and in the ways of implementing such highly integrated degrees. On the one hand, this may create confusion in the mind of the potential candidates and, on the other, employers do not understand well the value of those degrees. In short, lack of understanding about Double, Dual, and Joint Degrees can greatly reduce their impact on the job market. We have proposed a glossary that brings the definitions of the fundamental terms concerned with Double, Dual, and Joint Degrees as well as the relevant criteria for awarding them. This glossary is one of the outcomes of the Erasmus Mundus Action 3 project ADDE SALEM (www.addesalem.com), that involved eight European and eight South American Universities.

The book published in the framework of the project will be made available to the audience. One of its chapters deals specifically with the glossary.

12:30 - 14:00 - Lunch
Minerais Auditorium

14:00 - 15:30 - Matchmaking 3
Flores Auditorium

Foreign institutions meet Brazilian counterparts by appointment.

Parallel Session 8.1 - Pássaros Auditorium

Science without Borders (V) (in Portuguese)
Chair: Viviane Bischoff, Univesates

Núcleo de Ações e Políticas Linguísticas (NAPLI) do CEFET-MG: Linguas Estrangeiras e a Internacionalização das Instituições de Ensino Brasileiras
Danilo Cristófaro, Centro Federal de Educação Tecnológica de Minas Gerais (CEFET-MG)

Dentro do processo de internacionalização das instituições de ensino brasileiras como política pública, cada instituição de ensino deve planejar um conjunto de ações e políticas que promo-vam a efetiva internacionalização da instituição como um todo. Dentro deste planejamento, as línguas estrangeiras têm papel decisivo para o sucesso desta política. Baseado nesta perspectiva, a Secretaria de Relações Internacionais do CEFET-MG criou o Núcleo de Ações e Políticas Linguísticas (NAPLI). Esta apresentação tem o objetivo de divulgar o que motivou a criação do Núcleo e elencar as ações afirmativas e políticas previstas no planejamento estratégico da Secretaria de Relações Internacionais no que toca as línguas estrangeiras como ferramentas de operacionalização do processo de internacionalização do CEFET-MG.

‘Com Legenda’ - Rede de Comunicação com Intercambistas da ED-UEMG

Vania Myrrha de Paula e Silva, Universidade do Estado de Minas Gerais (UEMG)
Giselle Hissa Safar, Universidade do Estado de Minas Gerais (UEMG)
Danielly Tolentino, Universidade do Estado de Minas Gerais (UEMG)

O Projeto ‘Com Legenda’ é um instrumento didático constituído por uma interface web de comunicação (blog, youtube e facebook) e tem como objetivo disseminar estudos, pesquisas científicas, experiências e informações dos alunos da Escola de Design (ED), da Universidade do Estado de Minas Gerais (UEMG), que se encontram em instituições de ensino no exterior, assim como, a cultura e os costumes dos países que os recebem. Além de uma plataforma piloto, composta por blog e redes sociais, onde qualquer aluno interessado poderia contribuir, com o desenvolvimento do projeto foi criada a disciplina optativa “Mobilidade Acadêmica”, que permite ao estudante prosseguir em seus estudos na escola de origem, ao mesmo tempo em que estuda na instituição estrangeira. Seu principal objetivo é o acompanhamento pedagógico do intercambista por meio de ferramentas digitais, de modo a oferecer suporte ao seu período de permanência no exterior e permitir o compartilhamento de seu desenvolvimento acadêmico e científico com a comunidade da ED. As atividades discentes estão relacionadas à produção de conteúdo para postagem no blog ‘Com Legenda’, além da troca de informações nas redes sociais (textos, fotografia, audiovisual, etc).

Práticas de Internacionalização

Maria Elisabete Mariano dos Santos, Universidade de Passo Fundo (UPF)

A proposta é de compartilhar com os participantes desta sessão as práticas, projetos de internacionalização que têm proporcionado a boa acolhida aos intercambistas estrangeiros na Universidade de Passo Fundo, gerando uma maior procura pela UPF.

Parallel Session 8.2 - Room 11

Internationalization at Home (III) (in Portuguese)
Chair: Luzia Jucá, Universidade do Estado do Pará (UEPA)

Estratégia de Internacionalização para Universidades Lusófonas: Um Estudo de caso na FEA-RP/USP

Luciana Romano Morilas, Universidade de São Paulo (USP), FE-A-RP/USP
Caio Henrique Montanheiro Gonçalves, Universidade de São Paulo (USP), FEA-RP/USP
No Brasil especialmente, mas nos países lusófonos em geral, alguns desafios inibem o desenvolvimento da internacionalização, especialmente pela dificuldade com o idioma português e por se tratar de um país distante e desconhecido, por vezes até chamado exótico. Diante dessas dificuldades e visando o estabelecimento e fortalecimento das relações com Universidades Internacionais Parceiras, foi estruturado um “curso de verão” com duração de 3 semanas, centrado em Agribusiness, Cultura e Economia Brasileira, com visitas técnicas a empresas e visitas culturais às cidades de São Paulo e Brasília. O curso foi oferecido às Universidades Parceiras Internacionais e aos alunos da própria Universidade. As aulas foram ministradas em inglês e curso de português para estrangeiros também foi incluído. A realização do curso além de atingir o público esperado de universidades parceiras internacionais, proporcionou à própria Universidade uma forma de Internacionalização em Casa.

**Reflexões sobre a Internacionalização: Desafios e Oportunidades no Processo de Internacionalização de um Curso de Administração**

Thiago Henrique Almino Francisco, Universidade do Extremo Sul Catarinense (UNESC)

Izabel Regina de Souza, Universidade do Extremo Sul Catarinense (UNESC)

Marina Keiko Nakayama, Universidade do Extremo Sul Catarinense (UNESC)

A dinâmica da internacionalização da educação superior ainda requer um entendimento sistêmico de suas práticas, possibilidades, procedimentos, desafios e oportunidades. Especificamente no Brasil, em função do marco regulatório que determinam as atividades procedurais na educação superior, a internacionalização torna-se ainda mais complexa em função da dificuldade de convergir ações que atendam aos anseios da tríade regulação-instituição-parceiros internacionais. Essa sessão pretende contextualizar os desafios e oportunidades inerentes ao processo de internacionalização de um curso de Administração, um dos cursos com maiores demandas no segmento da educação superior Brasileira: conceitos de internacionalização da educação superior, de regulação e avaliação da educação superior; retrato atual do contexto educacional brasileiro, com ênfase no segmento privado. Especialmente para o segmento privado, encontram-se possibilidades de flexibilização curricular, diversificação de receita e reconstrução da marca da instituição, tendo em vista os diferenciais competitivos que surgem do processo de internacionalização.

**Programa de Mobilidade Nacional da ABRUEM**

Adélia Maria Carvalho de Melo Pinheiro, Universidade Estadual de Santa Cruz (UESC)

Haroldo Reimer, Universidade Estadual de Goiás (UEG)

Gilson Scharnik, Coordenador Geral de Relações Institucionais e Internacionais

Nessa sessão, Grupo de Trabalho para Universidades que compõem o Programa de Mobilidade Nacional da ABRUEM (Associação Brasileira dos Reitores das Universidades Estaduais e Municipais) pretende discutir as demandas do intercâmbio nacional, número de vagas para 2015/2 e troca de experiências em suas diversas ações.

**Surveying Internationalization: The Canadian university experience**

Rachel Lindsey, Association of Universities and Colleges of Canada (AUCC)

Internationalization encompasses all of a university’s international activities including student mobility, international research collaboration, institutional partnerships and transnational education activities. Reliable aggregate data on these activities enables institutions to benchmark their activities, strategically shape their programs and policies, and advocate externally for policy priorities. This session will focus on an analysis of data from the recent AUCC Internationalization Survey of Canada’s universities, presenting an authoritative picture of internationalization activities across Canadian universities and key findings of how internationalization activities are prioritized and carried out in university administration, strategic partnerships, research, student mobility, and teaching and learning. The report of the AUCC survey results – Canada’s Universities in the World – is available on the AUCC website at: http://www.aucc.ca/media-room/publications/canadas-universities-world-aucc-internationalization-survey/.

**Researcher Connect Professional Development and Engagement Programme**

Eliane Segati Rios Registro, Universidade Estadual do Norte do Paraná (UENP)

This presentation aims at presenting the results of a Programme developed by Universidade Estadual do Norte do Paraná in partnership with the British Council as an activity to support the Professional Development and Engagement of the researchers. The key objectives are: improving communication skills of the researchers as a way to develop both the individual researcher’s performance and career; supporting the individual academic researcher to publish research findings in peer-reviewed and validated journals; supporting institutional goals to communicate research findings beyond the local academic community in order to capture the benefit from research and to justify the use of public funds to support research activity. To achieve our goals, we analyze the data collected during the program, which include the potential areas of research enrolled, their development, considering language and theoretical difficulties, and results obtained.

**Internationalisation: A case study from the UK and South Korea**

Rob Carthy, Northumbria University

Northumbria University’s developed a partnership with Kyungpook National University (KNU) in South Korea in 2009, through a European Union-funded mechanism. The initial activity was around student exchange and work placements. Prior to this, Northumbria did not have any Korean mobility partners, and had limited expectations of the demand to study in the region. The project provided initially short and then business undergraduates the opportunity to undertake a semester’s work and study placement, with internships provided in organisations including banks, sports agencies, and multi-nationals such as Samsung and LG. At the conclusion of the project, the positive experience and very strong feedback received by returning students encouraged the development of bilateral links with KNU. The next step was to develop a double degree project between the respective business schools. Student demand for this opportunity has been very strong, leading to competitive applications within Northumbria’s Faculty of Business and Law. Since it began in 2012/13 more than 40 students have moved...
in each direction. In addition to the student mobility between the business schools, there are a range of other activities in the multi-layered partnership.

**Parallel Session 8.4 - Room 15**
**International Office (III) (in Portuguese)**

**Escrítorios de Representação Permanente de Universidades Francesas no Brasil**

Carla Ferro, Université de Lyon
Philip Miller, Université Sorbonne Paris-Cité
Pierre Fernandez, Université Fédérale Toulouse Midi-Pyrénées

Desde 2013, algumas universidades ou comunidades universitárias francesas e brasileiras iniciaram uma modalidade de cooperação que consiste na troca de escritórios de representação com universidades parceiras. Os objetivos da iniciativa são fortalecer a presença desses universidades no país parceiro, oferecer reciprocidade e planejar conjuntamente ações e programas inovadores na área da internacionalização, favorecendo o desenvolvimento de novas modalidades de intercâmbio de estudantes, docentes-pesquisadores e de projetos de pesquisa em colaboração. As Universidades de Lyon, Sorbonne Paris-Cité e Toulouse apresentarão seus projetos de instalação de escritórios de representação, assim como algumas das principais ações em curso visando ao fortalecimento da cooperação com suas universidades parceiras no Brasil.

**Parallel Session 8.5 - Room 16**
**Sustainable Cooperation (V)**

Universidades are increasingly turning to international partnerships as a way to enhance their research impact and extend their global reach. At the heart of every partnership involving higher educational institutions lies an implicit tension between the need to compete with each other - for the best and brightest students, research funds and access to industrial sponsorship - and the desire to collaborate for mutual benefit. This session looks at how the Universities of Birmingham and Nottingham in the United Kingdom have sought to develop partnerships with Brazil based on a form of ‘competitive cooperation’; one that has brought added value to both institutions, while leaving fully open the avenues for individual institutional partnership and research priorities. The session will outline the origins and key features of the relationship. It will explore two specific areas where the universities have sought to harmonise their interests and develop a common strategy. A Brazilian perspective on the partnership and approach will be provided by UNESP, one of Birmingham and Nottingham’s leading Brazilian partners.

**15:30 - 16:00 - Coffee Break**

**16:00 - 17:30 - FAUBAI Plenary - Borboletas Auditorium**

**Global Dialogue: Creating Sustainable Partnerships Through An Equitable Internationalization**

Arlene Jackson, Association of State Colleges and Universities (ASSCU and NAIFA)
Jaedong Lee, Korean Association of Foreign Student Administrators (KAFSA)
Jocelyne Garcia-Ávila, Mexican Association for International Education (AMPEI)
José Celso Freire Jr, Brazilian Association for International Education (FAUBAI)
Nico Jooste, International Education Association of South Africa (IEASA)
Sultan AbuOrabi Al-Adwan, Association of Arab Universities (AARU)

Chair: Leandro R. Tessler, Universidade Estadual de Campinas (Unicamp)

The understanding of Internationalization of Higher Education varies according to the interests and needs of the different stakeholders involved. For some, it is nearly reduced to providing educational services and being rewarded for it, whereas for others it is, prior to anything, a way of optimizing resources and achieving more relevant research outcomes. In this armchair discussion we shall address the issue of sustainable partnerships and try to find proposals that allow us to go beyond immediate results. The key question is: can we foresee a better future for academic links in Higher Education through a more balanced, equitable cooperation?

**17:30-18:00 Closing Session - Borboletas Auditorium**
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The FAUBAI Conference 2016

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CREATING SUSTAINABLE PARTNERSHIPS THROUGH AN EQUITABLE INTERNATIONALIZATION

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