

## **Globalization and Internationalization in Higher Education: Terminologies, Approaches, Similarities, and Differences**

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### **Abstract**

The impact of internationalization and globalization on the identity, action, and practice of the higher education domain has become a dominant subject matter in current studies. However, the more these dichotomous concepts are used, the more their notions clash, and confusion increases. On one side, the increase in the international competition among universities is due to swift globalization, on the other side, the impact of Covid 19 consequences recently push universities towards re-evaluation, changing, or formulating novel approaches and frameworks that allow them to accelerate international and global activities. Since the image of internationalization and globalization is ambiguous, this research aims to reimagine both terms in the current academic situation. Regarding review and illustrate these changes and challenges mentioned, this article is adopted a qualitative critical reflection discussion to synthesize appropriate dimensions for internationalization and globalization which link these two terms in higher education. Therefore, this paper provides a discussion on the definition of terms, timeframe, and applicable approaches for awareness of educational leaders and policymakers to implement and integrate updated strategies internationally and globally in higher education.

**Keywords:** Internationalization, Globalization, Higher Education Institution, Glocalization, Covid 19.

### **1. Introduction**

Developing the next generation academically around the world creates cultural, economic, and political challenges for both the host and the country. However, internationalization and globalization have been discussed many times separately but when it comes to higher education mixing these terms is becoming more dominant, complex, and confusing. The internationalization and globalization dimensions in higher education are becoming more complicated during the pandemic and are anticipated of a new-normal post-Covid framework on international higher education. Therefore, scaffolding against the confusion of these concepts in higher international education institutions that

underpinning clarification, differentiation, reassess, and update these two wide and important predictors are needed. Also, adding new requirements of post-pandemic in the international markets to changing world demographics requisites within the global higher education market is very complicated to keep balancing with the sharp rate of new technology and virtual higher learning has now become undertaken significant changes due to Covid-19 and will impact on the concepts of internationalization and globalization process (Shrestha et al., 2020). Regarding keep maintaining in the international and global academic markets continuity at the outset of the pandemic with closed borders, higher education institutions had to rapid response and adopt the technology. Taking steps in the snapshot of time displayed a level of agility that mutation traditional stereotypes about educational organizations' capability towards radical changes.

However, this transition generally is known as "distance learning" currently, while has proven to affect the alternative identity of internationalization/globalization significantly, and restructuring is leading the international university. Following Lorber and Prem (2020), the current crisis has also accelerated the implementation and acceptance of distance at the learning international level. Consequently, international, and global universities cannot be viewed exclusively in a previous context. This requires a more comprehensive description of the internationalization domain, which encompasses the whole function of higher institutions in the post-pandemic period, and it is not just one dimension/aspect of it or even the actions of those who are part of it.

Although, recent studies have shown that Covid-19 has impacted either positively or negatively on internationalization/globalization of universities, but the author of the current paper is aimed to clarify some concepts between internationalization-globalization in higher institutions and not only focusing on the Covid 19 pandemic impacts. While internationalization is alternating the world of education especially at a higher level, globalization on the other side is trying to transform the framework of internationalization. Therefore, this critical reflective discussion-based article provides adaptable and practical angles of international/global higher education systems within reflective perspective and inquiry-based on the clarification of these concepts that are implemented in many contexts. Although universities have become active members of the global markets and processes currently, the cross-sectional transferring results are not aligning together. Hence, it is very difficult to match or differentiate higher education institutions locally, globally, and internationally.

## **2. Significance of The Study**

One significant paramount behind the outcome of international universities is its impact on the academic performance of universities such as international academic staff and international students globally (Yousefi & Abdullah, 2019). In the results of internationalization, academic and professional requirements for graduated human capital continuously more reflect the demands of the globalized countries, human resources markets, economy, and culture likewise, higher education must provide a good fit model to adequate for these demands currently. These prerequisites must be matched with inter-cultural and inter-social attitudes, technology communication skills, and multilingualism. These reasons have shown the reality that the universities have become currently more involved in globalization more than the internationalization process that affects local and host countries in many dimensions as mentioned above. According to Knight (2003), While internationalization is an active response to globalization as a catalyst, in this article, the critical reflective discussion crystallizes the

role of internationalization and globalization in general. Also, the importance of global and international higher education is reflected in the current society, culture, and social change aligned into the parallel processes: first, critically is reviewed whether the role of internationalization has been more on higher education or globalization, second, illustrate how universities have now become a real reason of transitions of countries towards internationalization to globalization. The author endorses the contemporary approaches in the global-international impacts academic arena and recommends the novel of appropriate embedded concepts of glocalization in higher education sectors.

### **3. CRITICAL REFLECTIVE LITERATURE DISCUSSION**

#### **3.1 Complexity & Confusion of Internationalization**

A brief introduction to internationalization terms is needed here since the main objective of this article is to reflect a clarification of the meaning and definitions that can cover internationalization and globalization. Therefore, it is significant to shed light on how these keywords are explicated and used. Although, Internationalization terminology is not a new phrase and adopted in governmental relations and politics for more than centuries from 20 years ago, has been much debate about redefining or finding new predictors for internationalization especially in the education arena.

Years ago, in 1996, Knight came up with an understandable definition of internationalization concept as an important matter of merging and integrating transnational dimensions within the “purpose, functions or delivery”. Later, Knight (2004), updated those definitions based on the study on re-defining of internationalization concepts again, and she has clarified that internationalization concentrates attention on the purposeful actions that come from those individual/groups, and social sectors/ institutions that go beyond borders to the pursuit (economic, social, political, and cultural preponderance). Particularly international universities are working to change their academic form and marketing framework to not only attract international students but also, motivate them for further studies, to propagation programs beyond national borders, focus on beneficial niches in the educational domain internationally, redesign role’s structure or talent pool systems to recruit, manage to retain and attract employees, etc.

In trying to achieve international goals, two main reasons are considered from Fletcher's (2007) research, especially for developing countries. First, the concepts of national borders have changed completely; this change has certainly been demonstrated by the strengthening of technology and the simplification of activities via the Internet and the greater focus of international, global, and local policies on environmental, cultural, and human rights issues. Second, firms are formed and conducted strategic alliances across national boundaries and engaged to enter collaboration and cooperation activities with other organizations clearly, these essential international work functions in turn are requiring sectors to adopt a more dynamic and cope between forms of flexibility, agility and adaptability internationally as changing market circumstances require. Hence, a sustainable post-Covid internationalization effort will need to embrace the potential of remote, digital, and online teaching-learning environments while retaining the benefits of human capital mobility (Lorber & Prem, 2020). As the lockdowns translate into a substantial global economic downturn, enhancing employability by developing transversal skills abroad will likely become an increasingly attractive option for many people. Regarding what has been mentioned above, the current critical review discussion is expected due to the Covid-19 crisis and the negative effects on the economy that have led to major changes in

the internationalization framework in developing countries and those that were already experiencing weak growth before the crisis. Thus, in response to these challenges, more complex forms of international behaviour and culture must evolve to create a new normal international space.

These forms of culture have been influenced by the increasing need to retain and serve international human capital in the global environment, to bring attention to the market more quickly. The above mentioned is a realization by national organizations to become de-internationalization that not only international competition is vital but also, international cooperative. Whereas some approaches towards internationalization were established previously such as the (stages), (learning), and (contingency) approaches, but the above challenges and changes in the international business climate mean that some kinds of approaches may no longer be accountable or relevant to the new internationalization domain. Thereupon, based on these changes in the environment and switching from office work towards remote workplace call for a pioneering approach that has a much more holistic framework of the internationalization process. Accordingly, it would be more effective to recognize this new approach within the following factors as shown in Figure 1 below.

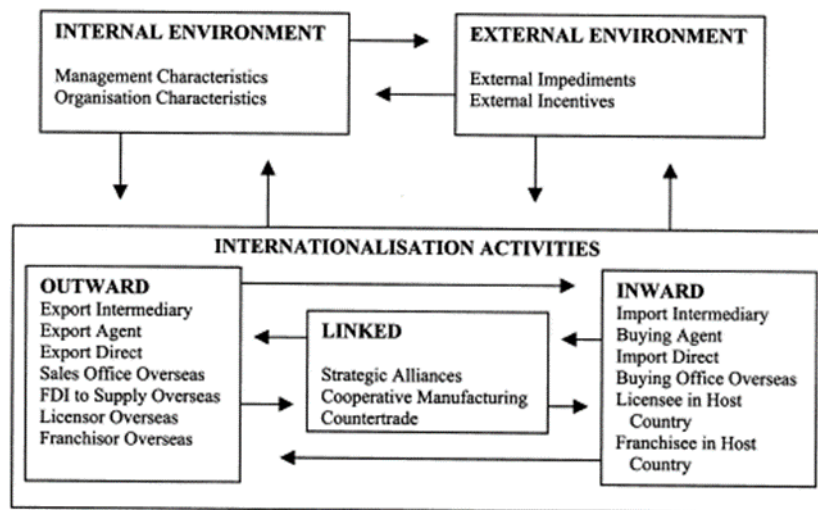


Figure 1. New Holistic Framework of Internationalization (Fletcher, 2007)

internationalization also can impact on inward and significantly align these two forms of internationalization. Also, shows that beyond the border's forms can lead to national/local shapes and vice versa. Simultaneously, this article goes on to outline and reflect on other approaches to higher education that have an impact on internationalization. Even though, some missing concepts that have arisen recently cannot be assumed in the internationalization or globalization frameworks and bring out novel predictors such as merging locality impacts on these frameworks. Due to the frequent lack of certainty in the crystal-clear roadmap between internationalization-Globalization relationship, highlights some of the following questions: Is internationalization as analog to that globalization? If so, why these concepts have different influenced? (If not, how is it different exactly), or is there any relationship between them? and, why localization culture is missing between globalization and internationalization? Thus, internationalization is interpreted and used in different ways in different countries and by different hosts. This reflects the realities of today and presents new challenges in terms of developing a conceptual model that provides some clarity on meaning and principles to guide policy and practice (Mareck, 2014). Therefore, internationalization is explained in many different ways

and is used and implemented differently by different hosts. It reflects today's realities that present recent challenges in regard to establishing a novel model to providing clarities in the identity of new norms and action.

### **3.2 Internationalization of Higher Education**

This critical reflective discussion-based article presents varieties of terms that may be not implicit completely in the higher educational context for readers. Outlooks of academic internationalization have been changed several times in recent years. However, this notion has been used for more than centuries in other sections such as in governmental relations and political science, its universality in education specifically universities has flashed only in the 1980s. It is, therefore, at that time internationalization in the educational sector was the brand-new term and it was surprising that international education systems were implemented in several countries (De Wit, 2000). Although, utilizing the internationalized notion of education-centred in the late 1990s held in common between many countries regarding the differentiating from multicultural education to international education currently, other sets of related terms are established and emerging that include transnational, borderless, and cross-border educations. Knight (2004) has made a significant contribution in the higher international education markets and has shown that this term is used in the many dimensions of higher institutions, but more widely, postgraduate schools. It thus internationalization used in a variety of plots or ways, can get to this point that this term means different meanings in different places by different times.

The more attention is being given to internationalization; the more confusion is found out about this term exactly in higher education. By Qiang (2003) from some perspectives, internationalization means a chain of activities as mobility for faculty staff and university students; partnerships and linkages beyond nations, within cooperation on international-research projects. Hence, kinds of higher education delivery not only nationally but also, internationally via kinds of new arrangements or international collaboration such as franchises or branch campuses by using a variety of real-time classes and distance techniques especially nowadays. It should be highlighted here, too many points of views' internationalization assumed as the inclusion of national, international, or intercultural, within global dimensions of curriculum and learning process. In addition, deficiency in recognition of higher education internationalization dimensions effect on international projects development and, Instead, the growing emphasis is solely on business in higher education as internationalization (Patel & Lynch, 2013).

The higher internationalization of education is viewed as a country's way to respond to the globalization effects, however simultaneously, it depends on the individuality of the nation. It is necessary to explain the internationalization term, complexity, richness, with dynamic nature as a notion, the main characters in this term are the concept among cultural nations identities to prepare the new generation of universities (Kreber, 2009). Several key concepts are in this explanation have changed especially because of the infusion of technology to the pedagogy and introduction of a smart classroom; for instance, the prospect of internationalization is a dynamic cycle process, not a set of individual activities, integration that contributes to the sustainability of the international dimension within remote teaching-learning. In addition, this concept concentrates on virtual mobility as the foundation of universal steps on higher education institution, such as research projects, teaching

activities, and academic service without any/semi-physical mobility (Yang et al., 2018). Although, several different countries claim that, within this new definition, the internationalization process is meaningless, but in some other countries it is viewed to accelerate a broader goal with flexibility and adaptability during the transitory period, such as improvement of quality, infrastructure updating, restructuring, and upgrading of universities systems, faculty staff development towards of technology and market's needs). Therefore, they seek to follow the concept of making any efforts whether systematic or sustained to enhance universities' structure to respond to all challenges aligned with the internationalization, globalization, localization, host country economy, and human capital markets' (Roudometof, 2015).

According to those stated above internationalization and globalization has a rotary relationship between each other and is not merely move linearly, but outstanding performance in the leading and developing of higher education towards these changes in internationalization and globalization turns, first, international systems adjust to the standards concerning of the national standards; secondly, an agile responsible system towards global markets.

### **3.3 Internationalization Approaches**

A reflective discussion review of the previous literature by the author has shown that in the last decade various significant researchers such as Arum and Van de Water (1992), De Wit (1995), and Knight (1994, 1996, 1997, 2003) have broadly mentioned similar types of approaches. Three different kinds of approaches are being used to describe the concept of internationalization and one new reviewing approach that has been coined by Hénard et al. (2012). Due to the critical reflective nature of the current study, and the pandemic crisis that pushes universities to switch classroom environments into the virtual environment just renewing and updating learning approaches by Hénard et al. (2012) has covered all new international dimensions.

#### **1. Activity Approach**

This approach focuses on activities such as curriculum, technical assistance within international exchanging student and faculty members. Also, this approach has been introduced specific programs or activities regarding the international dimension that have been launched or upgraded. In a snapshot of time.

#### **2. Competency Approach**

This is the one that concentrates on talents, knowledge, values, skills, and attitudes development that not only university students but also faculty members. The central core of the competency approach has been shown how strongly the host country within knowledge transferring impacts on competencies development among the student and academic personnel that they become widely internationally or globally and interculturally more skilled. There is an urgent need for more research on competencies that enhance success among university students internationally and nationally to enhance their contribution to local and global (Glocalization) workplaces, therefore, using a competency approach would accelerate this situation due to the huge interest in this approach in the human capital market.

#### **3. Ethos Approach**

The main aim of this approach is to develop a culture that can value and supports an international/intercultural contain principles, targets, goals, and trends. The Ethos approach claim that for a university or higher educational institution international dimensions are required for deep learning and illustrates that without any strong systematic supportive culture, the internationalization plan from those universities will never be reached or realized.

#### **4. Renewing & Updating Learning Approaches**

It should be noted that the purpose of this approach is that not only information and communication technology improve the process of teaching and learning, but also removes the limitations of time and place, and in addition to internationalization with flexibility and agility. This approach has claimed that nowadays one of the effective tools for enhancing and change learning outcomes improvement, is ICT adoption, although that there is a need in maintaining quantity and quality. Moreover, blended/hybrid learning means synthesizing (class-based/ face to face within online-based) allows academic personnel and university students to work or study across cultures and solve physical mobility issues. As Pokhrel and Chhetri (2021) point out, how COVID-19 affects education systems in more than 200 countries during the epidemic and has brought about far-reaching changes in teaching and learning styles. When social distance, border restriction policies, and restricted movement disrupt face-to-face (national/international) education and challenge international markets by redesigning distance learning tools to meet many new standards.

As a result, mapping for an updated international higher education framework cannot ignoring on the globalization ongoing holistic image of remote teaching activities within the lockdown period and after and relating between the internationalization and globalization process to establishing their priorities for new normal in higher education sectors. Hence, the next section reflectively reviewed globalization in this domain.

#### **3.4 Complexity & Confusion of Globalization**

Globalization has emerged to increase cultural and economic growth among the host countries. With increasing in internationalization, the global economy and communication have been facilitated (Perrings et al., 2017). Since higher education is a significant concern for all countries, it can be considered as the main infrastructure and driving force of social mobility, economic development, and human capital. Thus, Mitchell and Nielsen (2012) seen globalization and higher education as the heart of change show that it strongly affects all nations in science, politics, human resources, culture, economics, and technology. Despite the stated facts, some believe that education systems no longer seem to address the new needs that people around the world are facing and should be thinking about implementing global higher education.

Therefore, globalization has affected universities, and it has been amplified students', academic staff mobility, and globally circulating ideas in the educational system. Hence, the significant and quick response of globalization was the result of the international universities and technology upgrades. Furthermore, many universities are working hard to reach cooperation and agreements within national or international, even intercontinental universities to take advantage of global market trends. (Polan-Egron, 2012). Mitchell and Boyd (2005) explained that globalization needs necessary dimensions that should be developed by two evolving technologies - mobility and communication. Furthermore,

globalization has increased competition among universities that must compete nationally and internationally. Though, some fundamental differences between globalization and internationalization about usage, and time sequences remain, elucidating differences is a primary step in clarifying how universities are evolving currently. Surprisingly, the more globalization terms are used, the more their meanings get fuzzy in education (Ball, 2011).

Some researchers have defined globalization as a complex phenomenon, which stubbornly resists the interpretation, application, implementation, and evaluation of robustness. (Carnoy & Rhoten, 2002). As mentioned above about internationalization, globalization is also a different concept that is often used in different contexts and dimensions of misunderstanding in many educational cultures, hence, the terminology is still unclear and vague (Stier 2003). Under Nielsen's (2011) study, it should be considered internationalization as a leading variable, that facilitating and accelerating globalization not only in universities' areas responding to the global markets but also, in politics, culture, economics, human rights, and social welfare. After reviewing notable approaches of contemporary internationalization, here this study reflects discussion on current globalization approaches.

### **3.5 Contemporary Globalization Approaches**

Recently, due to the advent of new technology proven by the global lock during/after the epidemic, has solved the need for physical mobility and distance between countries, communities, and cultures. (Peeri et al., 2020). However, this study claims that contemporary globalization is defined by nations and depends on which approach or perspective they follow because there are different approaches to globalization. Held (2004) introduced three approaches to globalization (internationalist, transformationalist, and globalist) as can see below.

#### **1. Globalist view**

This view could be analyzed from the pessimistic/optimistic globalists' perspective. The optimistic group has seen globalization as creating a more excited and diverse society, but yet, recognizes the lean negative impact of globalization on the environment and culture also, believe that the position could be improved if take steps in some responsibility and merge local/national culture from the host country and home country especially in higher education between students/academic personnel. On the other side, the pessimistic globalizer insists on the negative impacts of globalization on the host country and believes that if having less control or adding new responsibilities the nations will change the whole concept of globalization completely.

#### **2. Internationalist view**

This approach argues that globalization is not real or tangible and instead motion starts from inside nations towards other countries rather than global. Although internationalism is seen in that nation-states block by real borders and claimed that passing boundaries physically are not as vital as they used to be regarding internationalization **first not due to globalization.**

#### **3. Transformationalist views**

In this approach, the focus is still on the national country, and it is also possible to solve the problems by restructuring and incorporating new forms of global governance. Therefore, cooperation and mutual understanding have been increased between universities from different countries as cultural and



academic collaborations without any physical mobility or fewer needs of face-to-face attendance. In this regard, Niehaus and Williams (2016) pointed out that the recent trends of higher transformational education institutions in all parts of the globe have evolved in shifting to adopt new national, international, and global educational standards. Although vital global factors are common around the world, due to different internationalization structures are used in different countries, novel frameworks emerge from the host countries as various local/national standards in universities affect the change process of globalization adoption from one country to another. As globalization in higher education has brought students and faculty staff together from different systems and cultures hence creating a heterogeneous and diverse environment that can impact the host country's culture. However, some universities usually expect international students to adapt to their new environment in the host country (Kelly & Moogan, 2012). In addition, due to inconsistencies and misunderstandings in updated form, national and international dimensions, unprecedented frameworks, and requirements may be a fundamental gap between many groups such as students and professors, policymakers, and leaders (Ryan, 2005). Finally, this wide gap needs to be urgently addressed and solved in the changing/creating of not only learners and lecturers but also, host and national fellows' culture.

#### **4. CONCLUSION, IMPLICATIONS & FUTURE STUDIES**

This article sought to highlight the process of internationalization and globalization, similarities, differences, and current orientations in higher institution systems through a critical reflection discussion. However, many previously published articles have been summarized the concepts and approaches to internationalization or globalization from different angles and perspectives, but many explanations remain unclear or have not been updated. Therefore, the current paper was reviewed reflectively that the process of both internationalization and globalization in universities is not periodic and both processes spontaneously affect each other. It has also been documented that globalization in higher education institutions is inevitable, and it has been historically proven that effective international scientific markets have always accelerated the process of globalization. However, this ongoing cycle subconsciously affects global politics, society, culture, and economics from the larger culture in which they are located, and local/national dimensions such as language, culture, and social ethics change from localization to globalization.

Therefore, future studies are needed to find a solution to achieve awareness of glocalization advantages. Because awareness of possible glocalization activities by students (host/host countries) and academic staff engages in a positive learning experience through the cultural and social respect that these values acknowledge by the host country. Further research also, clarifies that the dialogue on glocalization, which accelerates internationalization and globalization, pushes students beyond the stages of intercultural communication of awareness, tolerance, and adaptation. In addition, is documented in this article that virtual learning in higher education, public or private institutions, is transforming international and global circles into digital organizations without borders. As the world has been changing dramatically since the outbreak of the current pandemic (COVID-19), therefore, higher education is adopted new ways to impact global activities across the world also, the outcome of technology on the global identity of international institutions has become a major predictor of change in this domain.

Although some key indicators remain, the aim of this study was to diagnosis between those recent terms and clarify differences in developing contemporary frameworks of internationalization and globalization in higher education. In addition, the author here not only highlights the time sequence of internationalization and globalization separately but also brings them together in a comprehensive international-global framework. Finally, Higher education institutions must stop resisting the old pattern and adopt new dimensions toward these trends and develop novel proactive policies with a commitment to implementation in social responsibility budgets, sustainable futures plan for global communities, and celebrate localized within international-global learning.

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