



Corresponding to Author

<sup>1</sup> Leandro Cunha Rocha

E-mail: [leandro.c.rocha@ufsc.br](mailto:leandro.c.rocha@ufsc.br)

Universidade Federal de Santa Catarina

Blumenau, SC, Brasil

CV Lattes

<http://lattes.cnpq.br/5712398475775183>

Submitted: 20 Jul 2020

Accepted: 09 Sep 2020

Published: 07 Nov 2020

[doi> 10.20396/riesup.v7i0.8660540](https://doi.org/10.20396/riesup.v7i0.8660540)

e-location: e021034

ISSN 2446-9424

Antiplagiarism Check



Distributed under



## Communication and Internationalization of Higher Education: a Literature Review\*

Leandro Cunha Rocha <sup>1</sup>  <https://orcid.org/0000-0002-0221-100X>

Luciane Stallivieri <sup>2</sup>  <https://orcid.org/0000-0002-2104-8607>

<sup>1,2,3</sup> Universidade Federal de Santa Catarina

### ABSTRACT

The internationalization of Higher Education Institutions (HEIs) is recommended to be conducted in a comprehensive manner, through committed and targeted actions, having the participation of all members of the university communities. Institutional communication is one of the actions that help in the dissemination and visibility of such process. This present study carries out a literature review with a qualitative and exploratory approach of an applied nature. By using bibliographic research, document analysis in data collection and content analysis for the treatment of those data, it follows an inductive logic. It was conducted through two objectives; (i) to investigate the trend of scientific production in relation to communication and/or promotion of internationalization of HEIs and; (ii) to determine points of connection between the themes of institutional communication and internationalization of HEIs. It was found that institutional communication, from an international perspective, tends to be used, with greater relevance, to attract international students, through social media and web pages; failing to consider, however, the other actors involved in that process, such as, professors, researchers and educational managers. It was also found that the emphasis of institutional communication actions fails to show other forms of international cooperation, fundamental to the projection and visibility of an HEI, such as research results and university extension projects.

### KEYWORDS

International education. Communication. Higher education.

\*Texto traduzido por: Silvia Lacovacci. Graduada em: Secretariado Bilingue e Tradução de Inglês Comercial – Instituto Schumam – Roma, Itália. E-mail: [siacovacci@gmail.com](mailto:siacovacci@gmail.com)

## A Comunicação Institucional e a Internacionalização da Educação Superior: uma Revisão de Literatura

### RESUMO

A internacionalização das Instituições de Ensino Superior (IES) é recomendada a se conduzir de forma abrangente, através de ações comprometidas e direcionadas, contando com a participação de todos os membros das comunidades universitárias. A comunicação institucional é uma das ações que auxiliam na difusão e na visibilidade desse processo. O presente estudo realiza uma revisão de literatura com uma abordagem qualitativa, exploratória e de natureza aplicada. Utilizou pesquisa bibliográfica, análise documental na coleta de dados e análise de conteúdo para o tratamento desses dados, seguindo a lógica indutiva. Conduziu-se através de dois objetivos; (i) apurar a tendência da produção científica em relação à comunicação e/ou promoção da internacionalização das IES e; (ii) determinar pontos de conexão entre os temas comunicação institucional e internacionalização das IES. Constatou-se que a comunicação institucional, na perspectiva internacional, tende a ser utilizada, com maior relevância, para atração de estudantes internacionais, por meio das mídias sociais e páginas eletrônicas; deixando de considerar, entretanto, os demais atores envolvidos nesse processo, ou seja, os docentes, os pesquisadores e os gestores educacionais. Constatou-se ainda que a ênfase das ações de comunicação institucional deixam de evidenciar outras formas de cooperação internacional, fundamentais para a projeção e para a visibilidade de uma IES, tais como resultados de pesquisas e projetos de extensão universitária.

### PALAVRAS-CHAVE

Internacionalização da educação. Comunicação. Educação superior.

## La Comunicación y la Internacionalización de la Educación Superior: una Revisión de Literatura

### RESUMEN

Se recomienda que la internacionalización de las Instituciones de Educación Superior (IES) se realice de manera integral, a través de acciones comprometidas y específicas, con la participación de todos los miembros de las comunidades universitarias. La comunicación institucional es una de las acciones que ayudan en la difusión y visibilidad de este proceso. El presente estudio realiza una revisión de la literatura con un enfoque cualitativo, exploratorio y de naturaleza aplicada. Se utilizó la investigación bibliográfica, el análisis de documentos en la recopilación de datos y el análisis de contenido para el tratamiento de estos datos, siguiendo la lógica inductiva. Se realizó por dos objetivos; (i) investigar la tendencia de la producción científica en relación con la comunicación y/o la promoción de la internacionalización de las IES y; (ii) determinar puntos de conexión entre los temas de comunicación institucional e internacionalización de las IES. Se encontró que la comunicación institucional desde una perspectiva internacional, tiende a ser utilizada, con mayor relevancia, para atraer estudiantes internacionales, a través de las redes sociales y páginas web; sin considerar, sin embargo, los otros actores involucrados en este proceso, es decir, profesores, investigadores y gerentes educativos. También se descubrió que el énfasis de las acciones de comunicación institucional no muestra otras formas de cooperación internacional, fundamentales para la proyección y visibilidad de una IES, como los resultados de investigaciones y los proyectos de extensión universitaria.

### PALABRAS CLAVE

Estudiante de pregrado. Aprendiendo estilos. Métodos de enseñanza.

## Introduction

The internationalization of higher education is not a new concept. It has existed since the XII and XIII centuries in Europe (HUDZIK, 2011) and with globalization, it has become notorious again. From the development of the concept of ‘internationalization cycle’<sup>1</sup> proposed by Knight and De Wit (1995) 25 years ago, the internationalization of higher education went from a peripheral and secondary look to a more strategic and global bias. It has occupied an important place within the constitution of worldwide and Brazilian Higher Education Institutions (HEIs) (DE WIT *et al.*, 2019; HUDZIK, 2011, 2015; KNIGHT; DE WIT, 2018; STALLIVIERI, 2017).

Since then, the meaning of internationalization, especially in HEIs, has become equally broad and varied. What previously emphasized almost exclusively scholarships for international students, has become ideas of global citizenship, knowledge diplomacy, internationalization at home, global rankings and branding of institutions (KNIGHT; DE WIT, 2018). Internationalization is no longer marginalized and adjacent. It reveals itself as a comprehensive internationalization, that is, an internationalization that addresses all institutional aspects in an integrated manner. There is a complete commitment of the stakeholders involved and it impacts both the internal life and the external structures of the HEIs. Internationalization not only reaches the relations between nations, but also the relations between different cultures and realities (DE WIT *et al.*, 2019; HUDZIK, 2011, 2015; KNIGHT; DE WIT, 2018).

However, Knight (2018) states that despite this evolution in the understanding of internationalization in higher education, it is still characterized by unrelated and fragmented activities. This ‘reach’ differs from the reality of most HEIs worldwide. Of the 195 countries in the world, only 11% have strategies for the internationalization of higher education – most of them coming from rich countries –, with most of these strategies published in the last five years. Therefore, this is a recent phenomenon (CRĂCIUN, 2018; DE WIT *et al.*, 2019).

In view of this, Hudzik (2015) ratifies that it is impossible to achieve an effectively comprehensive internationalization without a committed and targeted ‘action’ by the entire institution towards this goal. To promote this holistic engagement, this goal must be communicated to all those involved in the process. The very word communication is constituted by the idea of “common action”, therefore, the communication channels can awaken concern about comprehensive internationalization within Higher Education Institutions (HOHLFELDT; MARTINO; FRANÇA, 2014, p. 13–14). Hohlfeldt, Martino and França (2014, p. 23) also recognize that the human being is a “being of communication”, with himself and with the world. It is through him that he can identify and enhance the achievement of common goals.

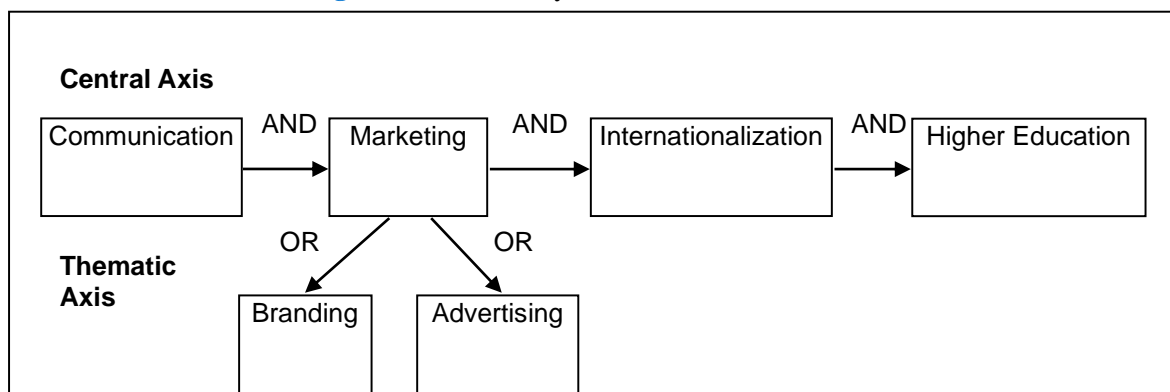
<sup>1</sup>The internationalization cycle proposes the internationalization process as a cycle composed of six phases: 1. Awareness, 2. Commitment, 3. Planning, 4. Operationalize, 5. Review, 6. Reinforcement (KNIGHT; DE WIT, 1995, p. 26).

Therefore, this research seeks to establish a literature review on the theme ‘institutional communication and internationalization of higher education’ from the perspective of two objectives: (i) to determine the trend of scientific production regarding communication and/or promotion of the internationalization of Higher Education Institutions and (ii) to determine points of connection between institutional communication and internationalization of Higher Education Institutions. As a source of research, we used scientific outputs produced between 2015 and 2020, available in four databases, which were analyzed through a systematic review. More details on the research method used are specified in the next section.

## Methodology

This study has a qualitative approach with an exploratory objective and an applied nature. It was carried out through bibliographic research, documental analysis in the data collection, and content analysis for the treatment of these data, always following the inductive logic. The study is qualitative because it bases on the analysis of document data in an interpretive manner, creating patterns and categories of their meanings to establish an overview of results (CRESWELL, 2010; GODOY, 2005; STAKE, 2011). Qualitative thinking is also supported by a situational and humanistic bias with constructivist and existential conceptions correlated to understand coincident actions that require a change in the historical, political, economic, and cultural context (STAKE, 2011). Those are reasons to which this study can contribute to the evolution of relations between institutional communication and the visibility of the internationalization of HEIs. Furthermore, as Creswell (2010, p. 90) indicates, the qualitative research “informs how data are collected and analyzed and provides a call to action”. Action means an intention linked to the concept of institutional communication, comprehensive internationalization, and how communication can assist in developing the process of internationalization of HEIs.

**Figure 1.** Axes of keywords used in the research



Source: Adapted from Treinta *et al.* (2014).

Therefore, in order to achieve the proposed objectives, a set of keywords was established, formed by axes (TREINTA *et al.*, 2014): a central axis composed of the words ‘Communication’, ‘Marketing’, ‘Internationalization’ and ‘Higher Education’, and a thematic axis composed of the words ‘Branding’ and ‘Advertising’, as shown in figure 1. These words have a strong connection with the promotion of ideas, behaviors and perceptions about a certain phenomenon and that for this reason were chosen.

Once the keywords had been determined, research was undertaken in four databases: EBSCOhost, Web of Science, Google Scholar and the Catalogue of Theses and Dissertations from the Coordination for the Improvement of Higher Education Personnel (CAPES, in Portuguese). The time limitation was between the years 2015 and 2020. Boolean operators were used to rescue all kinds of scientific productions, such as: articles, dissertations and theses, books and book chapters, reports and congress proceedings. The data collection took place between March and April 2020. The keywords were used in both the Portuguese and English versions (Table 1).

**Table 1.** Boolean Operators

Data base	Portuguese Operators	English Operators
<b>Phase 1</b>		
EBSCOhost	– – – –	communication AND (marketing OR branding OR advertsing) AND international* AND "higher education"
Web of Science	– – – –	(communication) AND (marketing OR branding OR advertising) AND (international*) AND ("higher education") <sup>2</sup>
<b>Phase 2</b>		
Google Scholar	comunicação E marketing OU branding OU publicidade na internacionalização da "educação superior"	communication AND marketing OR branding OR advertising in internationalization OR internationalisation of "higher education"
CAPES Catalog	comunicação E marketing OU branding OU publicidade na internacionalização da "educação superior"	– – – –

Source: Prepared by the authors

<sup>2</sup>In this database the TOPIC Field was used to capture the Title, Abstract and Keywords of the papers.

The bibliographic research was adapted from the method of Quelhas and Farias Filho (2019, p. 35) that define it as “the process of gold mining”. It composes four stages: 1. Extraction, 2. Refinement, 3. Lapidating and 4. Polishing. The ‘extraction’ stage aims to saturate the research; the ‘refinement’ stage aims to remove duplicate documents with insufficient information; the ‘lapidating’ stage defines criteria for prioritization; and the ‘polishing’ stage establishes the most relevant documents for the research (QUELHAS; FARIAS FILHO, 2019).

The first extraction stage consisted of two phases (table 1). In the first phase there was research in the databases EBSCOhost and Web of Science. These databases returned 68 and 81 results, respectively, in a total of 149 results. Thinking that this was a not very expressive number for the analysis, the search was expanded to the second phase, in search in the Google Scholar and CAPES Theses and Dissertations Catalogue databases. These databases returned the following data: Google Scholar had 68 results in Portuguese and 3,800 in English, or 3,868 results in total; and the CAPES Catalogue had 396,326 results.

Due to the significant increase of data generated in these last two databases, a trial or intentional sample criterion was used. The intentional selection is used, according to Creswell (2010), to better help the researcher to understand the problem and the research question. The researcher chooses the elements of the sample because he believes it represents the population of interest (MALHOTRA, 2011, p. 276).

Thus, as the results appeared divided into groups of 20 per page, made available in the order of relevance assigned by the bases, we collected all search results in Portuguese (68) along with the first 10 pages of the most relevant results in English (200) in Google Scholar database, generating 268 results in total. For the CAPES Catalogue database, the first 55 pages were collected, generating 1,100 results in total. Therefore, these two databases returned together 1,368 results. Finally, joining the results of the four databases, at the end of the extraction stage we have a total of 1,517 data, a more significant number for the analysis.

These procedures were employed, first, because of the small number of results achieved in the first two databases (EBSCOhost and Web of Science). Second, while the treatment, standardization of Boolean operators and importation of data in the first databases is easier and more automatic, the Google Scholar and CAPES Catalogue databases needed a small modification in the linking of terms to make sure that they brought the maximum of significant results focused on the objective of the study.

Finally, the results of the extraction stage were imported into the Mendeley software to perform the second stage (refinement). At this stage, documents that were repeated, incomplete or written in a language other than English and Portuguese (e.g. Russian) were eliminated. At the end of it, the sample remained with 1,465 documents. Then, we proceeded to stage 3 of lapidating, where a reading the titles, abstracts, and keywords of the documents was made, establishing the following criteria for inclusion:

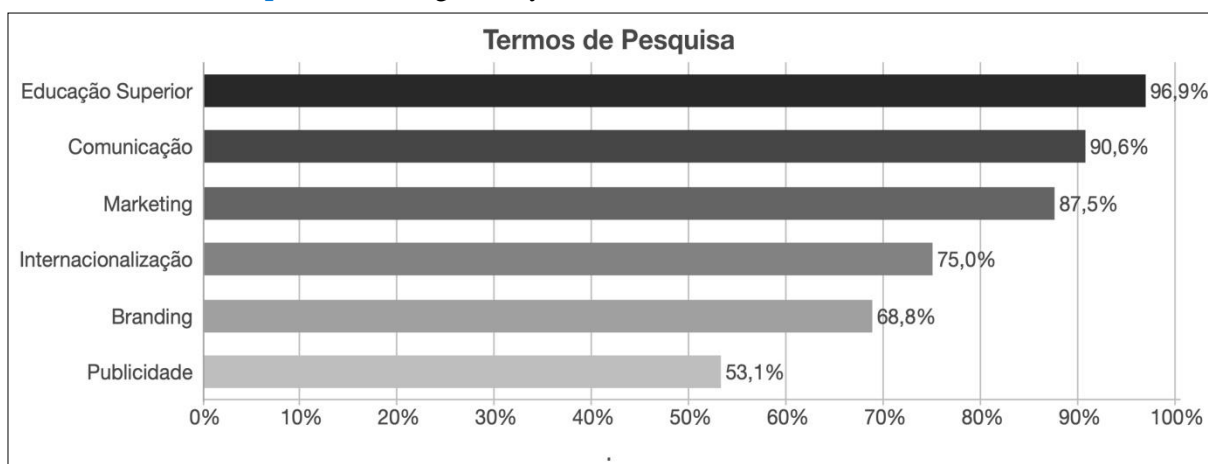
- a) contain the word Internationalization, or;
- b) contain the word Communication, or that associated with it, such as Marketing, Advertising and Branding, or;
- c) mention studies related to Higher Education.

This stage had the largest number of documents declassified, leaving at the end of it 98 documents. This was followed by the last stage (polishing). At this stage a floating reading was made, already starting a pre-analysis of the data, to establish a contact with the documents (BARDIN, 2016) and verify if they were connected with the objectives proposed in the study, that is, if they connected institutional communication with the internationalization of higher education. Consequently, a total of 32 final documents resulted from this stage. They were thoroughly examined using the method of content analysis which, according to Bardin (2016, p. 35), has the purpose of “overcoming uncertainty” and “enriching reading”, having the function of brightening the exploratory attempt and ennobling the propensity for discovery. Being, therefore, a “set of communication analysis techniques that uses systematic procedures and objective to describe the content of messages” (BARDIN, 2016, p. 44), such method seemed to be the most appropriate to achieve the proposed objectives. With that in mind, the works were analyzed in front of four main categories identified as: ‘1. Language; 2. Type; 3. Nationality; 4. Nucleus of Content’. These categories generated subcategories that are better described in the next section of this study.

## Analysis of Results

Initially, in order to validate the research and with the help of the qualitative analysis software MAXQDA2020, a codification of the keywords used in the databases was made. This codification covered the terms Communication, Marketing, Internationalization, Higher Education, Branding and Advertising. It scanned the title, abstract, keywords and text of the 32 documents resulting from the polishing stage. Bibliographical references, covers, indexes and summaries, lists of figures, tables, abbreviations and other types of lists found were not accounted for. Graph 1 shows the percentage of keywords present in the same document. It should be noted that the codes are in the Portuguese language, but their correspondents in English were also counted (table 2).

It can be seen that all 32 documents present more than 50% of their contents within the chosen keywords and cover the terms ‘Higher Education’ and ‘Communication’ in almost 100% of their contents, legitimizing the security of the analysis of this investigation.

**Graph 1.** Percentage of keywords that occur in the same document

Source: Extracted from the MAXQDA2020 software

By means of this information, an attempt was made to authenticate the relation of these terms within the documents and figure 2 represents these connections. In this figure, the thicker the connection line, the more the connection frequency happens. A central nucleus is noted, with Higher Education close to Communication, which in turn is close to the concept of Marketing. Three distinct secondary faces also appear, with Internationalization being one of them.

**Table 2.** Survey terms accounted for

Terms	Related words
Comunicação	Comunicação Communication
Marketing	Marketing
Internacionalização	Internacionalização Internationalisation Internationalization
Educação Superior	Educação Superior Ensino Superior Higher Education
Branding	Branding
Publicidade	Publicidade Advertising

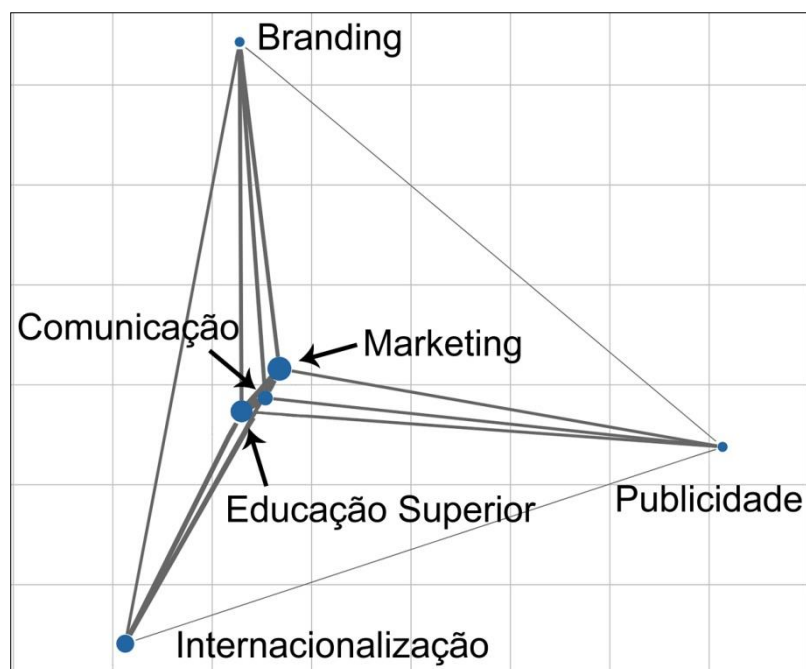
Source: Prepared by the authors based on the dictionary created in the MAXQDA2020 software

This being said, the content analysis initially divided the documents treated according to the first category established, that of 'Language' in which they were written. Two subcategories were provided in this analysis: I. English, with 88% of the documents in that language; and II. Portuguese, with the other 12% consisting of only four documents. It should be noted that during "the process of gold mining" (QUELHAS; FARIAS FILHO, 2019, p. 35)



there was a document written in Russian, but due to the lack of knowledge of this language by the authors of the research, it was disregarded. The predominance of these two languages was due to the keywords chosen; however, it is perceived that the trend of scientific productions in this area is towards the universal English language. This fact is easily explained by the fact that the subject deals with an international aspect and in order to be accessible to all, it is necessary to be written in a lingua franca, adopted in the world and mainly in the academic environment. Figure 3 shows a cloud of the 50 words that appear five times or more in the documents under analysis, proving the predominance of the English language.

**Figure 2.** List of search terms within documents



Source: Adapted from the analysis made in the MAXQDA2020 software

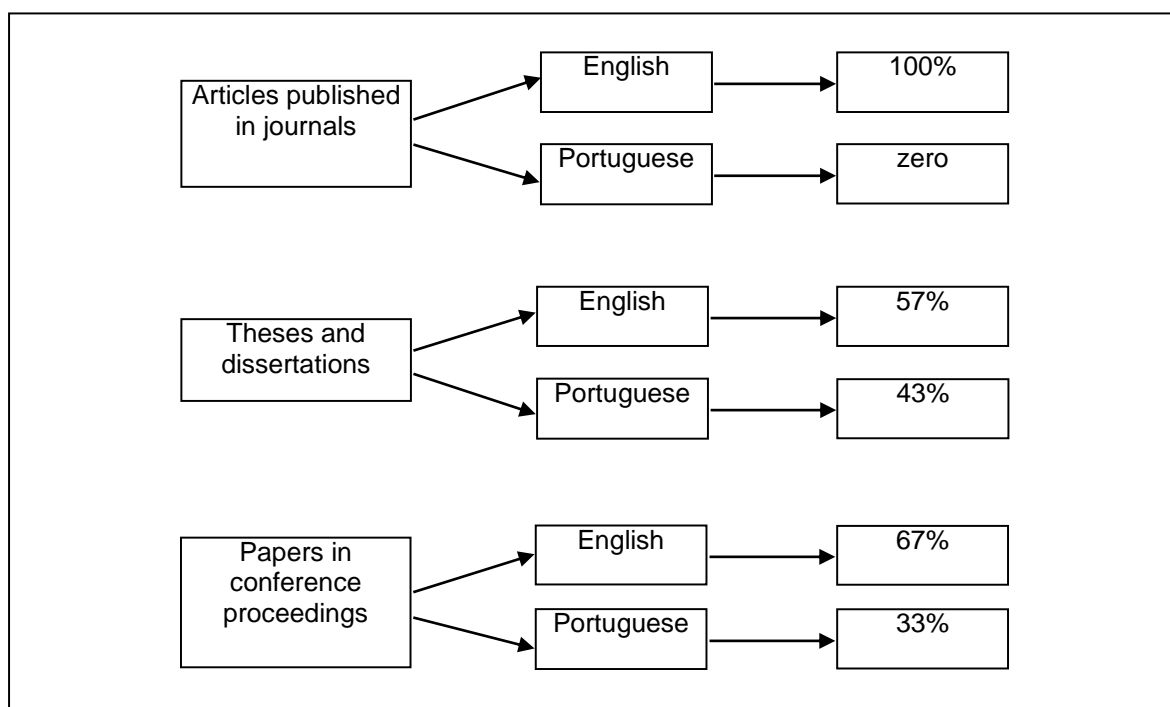
Figure 3. Frequency of words



Source: Extracted from MAXQDA2020 software

Later, the second category was based on the 'Type' of the works. The three subcategories emerged: I. Articles Published in Journals; II. Theses and Dissertations; III. Papers in Conference Proceedings. The classification of papers in the first subcategory (Articles Published in Journals) had the highest percentage: 69% (22 documents). Theses and Dissertations had 22% (7 documents), and the remaining 9%, only three documents, are in the Papers in Conference Proceedings. When relating the category 'Type' to the category 'Language', it can be seen that all papers published in journals are in English, and that two papers in conference proceedings are also in that language. Thus, it is understood that the language of the work is important to have recognition of the academic environment. Figure 4 shows this relationship better.

**Figure 4.** List of categories Type and Language



Source: Prepared by the authors

**Table 3.** Categories and Subcategories of Analysis

Categories	Subcategories
1. Language	I. English II. Portuguese
2. Type	I. Articles Published in Journals II. Theses and Dissertations III. Papers in Conference Proceedings
3. Nationality	I. Europe II. Asia III. North America IV. South America V. Oceania
4. Nucleus of Content	I. Attraction of International Students II. Communication and Dissemination Channels III. Image and Value IV. Different Ways to Internationalize

Source: Prepared by the authors

Soon after, a third category was established, that of ‘Nationality’. Here, the university mentioned in the works in which the authors were linked was considered to establish their countries; in works with more than one author from different universities, the author who was appointed as correspondent was considered. This category raised 17 countries that were

grouped into 5 subcategories according to their continent: I. Europe; II. Asia; III. North America; IV. South America; V. Oceania. Most of the works analyzed came from Europe (59%, or 19 studies). The other subcategories do not exceed the amount of 5 works, by continent, related to the topic of research: North America (5 works, 16%), Asia (4 works, 13%), Oceania (3 works, 9%), South America (1 work, 3%).

A fourth category was then named ‘Nucleus of Content’ where the most discussed subjects in each study were analyzed. Four major nuclei were identified, generating the subcategories: I. Attraction of International Students; II. Communication and Dissemination Channels; III. Image and Value; IV. Different Ways to Internationalize. These subcategories are in decreasing order of importance in the texts, with just over half of them (53%) in subcategory I; followed by 19% in subcategory II; 16% in subcategory III and 12% in subcategory IV. We can notice here a predominance of texts that analyze Communication in the perspective of the Attraction of International Students.

All of these categories and subcategories can be better visualized in Table 3, and a better discussion about these units and their relationships is described in the next section.

## Discussion

The results of the analysis bring a great perspective of studies focused on the use of institutional communication to attract international students. This is explained because, as we have seen, these works almost all come from continents where higher education is seen with a more mercantilized, exportation, income generating look, and find in academic mobility the most fertile field of internationalization. Europe, North America, Asia, and Oceania have the culture of viewing the higher education segment as a service sector to be explored for the benefit of institutions and their countries. This perspective is justified in the work by issues such as globalization pressures and financial restrictions faced by Higher Education Institutions (HEIs). Such effects drive this segment towards an increase in competition, focused on neoliberal ideology and a market model. The internationalization of higher education has more economic motives to the detriment of political, cultural, social, or academic ones. (ASAAD; MELEWAR; COHEN, 2015; CHMELARŮVÁ, 2018; DUQUE, 2017; FERREIRA, 2019; FINDLAY; MCCOLLUM; PACKWOOD, 2017; GAI; XU; PELTON, 2016; GOTTLIEB; BEATSON, 2018; JAMES, 2018; MARQUES, 2015; SAMOKHVALOVA, 2017; SIN; ANTONOWICZ; WIERS-JENSSEN, 2019; SIN; TAVARES; CARDOSO, 2019; SLOKA *et al.*, 2015; TENG; KHONG; CHONG, 2015; TOMMILA, 2020; URBANOVIČ; WILKINS; HUISMAN, 2016; ZHELEV; PENEVA, 2018).

Even public universities had the need to be part of this movement, expanding their vision of disseminating and attracting international students to get resources, or even compete in the market. Public universities from Portugal, for example, “adopted internationalization as an essential pillar and found in the recruitment of international students a strategic basis to

ensure their long-term sustainability” (FERREIRA, 2019, p. 192). In 2014, the “International Student Statute (EEI)” was created in that country, allowing Portuguese universities, both public and private, to attract international students and charge differentiated fees for this public. (MARQUES, 2015).

However, some people criticize this view. Stein’s study (2018) examines how the desire to profit, in this growing global wave of higher education, encourages countries to reproduce exceptionalist narratives. It means that exclusive and uniformly positive perspectives are exalted, ignoring social problems and forgetting the real ethical and pedagogical responsibilities that the HEIs have. Nevertheless, there are countries that transfer these responsibilities at the moment of internationalizing their higher education. Germany, for example, has recently entered transnational education as a form of internationalizing its institutions and has a unique model of this modality. Germany has no fees for its native students and has decided to extend this principle to its overseas universities. Three public policies have made Germany expand its transnational education: (1) education as a public good, with no or little tuition fees, since it is unethical to charge tuition fees for transnational education if there is no national or international student fee in your country; (2) fulfilling foreign, cultural, education and development policies by expanding its global presence, which is politically and institutionally motivated; (3) federal government funding for transnational education programs, a mentality that is different from the profit sought by other countries (ASHOUR, 2018).

The works researched are also very connected with the aspect of the good image of universities. According to the studies, the image and value of a university help international students to choose a certain institution. In addition, the image of the university is very much linked to the image of the country, so the values that institutions build and disseminate tend to be perceived as the values of the nations of these universities (BRANDMEIR, 2016; PLUTA-OLEARNIK, 2015; ROSYIDAH; MATIN; ROSYIDI, 2020; WILKINS; BUTT; HEFFERNAN, 2018). In other words, the credibility of the brand of a foreign institution – brand understood here as image and value – is a strong influence in the identification of the student with this institution. Differences in culture between countries can have an impact on the perceptions of the messages that the institutions pass on to international students, generating feelings of belonging or not belonging in a certain university community (BRANDMEIR, 2016; WILKINS; BUTT; HEFFERNAN, 2018). Pluta-Olearnik (2015), in her study, points out three strategies to internationalize this image effectively:

- (1) Image internationalisation, that is communicating to the environment the values that are associated with international ambitions and aspirations;
- (2) Shaping the identity of a university based on distinguishing features indicating activity and achievements of international importance;
- (3) Selection of suitable marketing actions and tools that will enable the formation of an international identity and international image of the university. (PLUTA-OLEARNIK, 2015, p. 80)

Once again, these premises are deeply connected to the attraction of international students. Teng, Khong, and Chong (2015) establish some criteria that are used by students when choosing a destination foreign university: employability; reputation of the institution;

recognition of qualifications obtained; courses and subjects that are of interest to the student; security (of the university, the city, and the country); political and physical environment of the country; cost of living and fees to be paid; personal growth; linguistic improvement; immigration policies of the destination country; visa processes of the destination country; geographic proximity to the country of origin; facilities in the admission processes of the university; credit transfer between universities. This study shows that the criteria for choosing a HEI are closely connected with the image of its country.

Another point that was frequently mentioned in the studies analyzed was the communication channels adopted to spread these values and images. The electronic media were the most approached, such as social media and web pages, of the institution and of the countries, confirming themselves as the channels that most obtain access from international students. With the development of information and communication technology (ICT) tools, the distance between countries was reduced, and obtaining the necessary information from a certain university became more accessible. Furthermore, the participation of international students in the social media of the HEIs has demonstrated that the feeling of belonging to a university community is more easily and quickly realized. For these reasons, the inclusion of ICTs in HEIs are no longer mere choices, they have become an obligation (BARTOSIK-PURGAT; FILIMON; KIYGI-CALLI, 2017; DIAS COSTA, 2015; FUJITA; HARRIGAN; SOUTAR, 2017; LEWIN-JONES, 2019; MUNZLINGER, 2016; VELETSIANOS *et al.*, 2017).

Among the studies evaluated there are also those that mention other ways that their institutions managed to internationalize themselves. The case of Near East University (NEU) is emblematic, as it used its women's basketball team to promote this internationalization. The Turkish Republic of Northern Cyprus, where NEU is located, is a state not recognized by international organizations, but it has managed to improve its international visibility and awaken interest in its university through sports, despite the absence of state support (KOLDAS *et al.*, 2018). Furthermore, Titarenko and Little (2017) have written how a virtual environment of study and teaching can help a more intercultural learning among nations through internationalization at home online, providing a viable alternative to traditional study abroad.

Finally, the Gao (2018) study demonstrates indicators to measure and compare the internationalization of Higher Education Institutions. It is the work that has been most concerned with achieving the concept of comprehensive internationalization, establishing six dimensions of analysis: research; student; faculty; curriculum; governance; and engagement. It encompasses, therefore, all aspects described by Hudzik (2011) and Knight and De Wit (1995), focusing not only on student mobility, but also reaching the academic, research, and human resources dimensions.

In short, the works analyzed are focused on forms of institutional communication of the internationalization of higher education that emphasize, for the most part, the attraction or recruitment of international students, focusing their analysis on student mobility. There are

still few works that manage to use institutional communication in other facets of comprehensive internationalization – such as the propagation of university extension projects carried out by institutions and the dissemination of research results produced by professors, students, and research groups – so that they can make their HEIs satisfactorily developed from this perspective.

## Conclusion

This research sought to do a literature review on the themes of institutional communication and internationalization of higher education, taking into account two objectives: (i) to determine the trend of scientific production regarding communication and/or promotion of the internationalization of Higher Education Institutions and (ii) to determine points of connection between institutional communication and internationalization of Higher Education Institutions.

Regarding the first objective, the study pointed that the institutional communication of a Higher Education Institution, from the international perspective, tends to be used, with more relevance, to attract international students. It follows a logic imposed by the growing wave of competition and scarce resources that the HEIs have been suffering. Besides, it does not consider the other actors involved in the internationalization process, i.e., professors, researchers, and educational managers. Moreover, the research indicated that the emphasis of institutional communication actions no longer highlights other forms of international cooperation, fundamental to the projection and visibility of an HEI, such as the university extension projects carried out and the results of research produced by professors, students, and research groups of the institutions.

For the answer to the second objective, the analysis confirmed that institutional communication connects with internationalization by actions linked to the concept of Marketing, such as image and value (Branding), and the means of communication used for its propagation (Advertising), such as social media and web pages.

However, the question that arises at this juncture is whether these actions really represent truly internationalized institutions in a comprehensive way, and what is the quality of intercultural knowledge produced in them.

Finally, according to the criteria established in this study, most of the scientific productions belonging to more developed countries have been analyzed, and the internationalization of higher education has been practiced and institutionalized for a longer. A suggestion for future studies may include a more specific comparative analysis of contexts in other countries, with other realities, in order to ratify or contest these statements.

## References

ASAAD, Yousra.; MELEWAR, TC; COHEN, Geraldine. Export market orientation behavior of universities: the British scenario. **Journal of Marketing for Higher Education**, v. 25, n. 1, p. 127–154, 2015. DOI: 10.1080/08841241.2015.1031315. Available on: <https://doi.org/10.1080/08841241.2015.1031315>. Access on: 24 abr. 2020.

ASHOUR, Sanaa. Branding of Germany's transnational education and its potentials in the Arabian Gulf Region. **Cogent Education**, v. 5, n. 1, 2018. DOI: 10.1080/2331186X.2018.1463936. Available on: <https://doi.org/10.1080/2331186X.2018.1463936>. Access on: 24 abr. 2020.

BARDIN, Laurence. **Análise de conteúdo**. Tradução: Luís Antero Reto, Augusto Pinheiro. São Paulo: Edições 70, 2016. ISBN 978-85-62938-04-7.

BARTOSIK-PURGAT, Małgorzata; FILIMON, Nela.; KIYGI-CALLI, Meltem. Social media and higher education – An international perspective. **Economics and Sociology**, v. 10, n. 1, p. 181–191, 2017. DOI: 10.14254/2071-789X.2017/10-1/13. Available on: [https://economics-sociology.eu/files/ES\\_10\\_1\\_Bartosik-Purgat\\_Filimon\\_Kiygi%20Calli.pdf](https://economics-sociology.eu/files/ES_10_1_Bartosik-Purgat_Filimon_Kiygi%20Calli.pdf). Access on: 24 abr. 2020.

BRANDMEIR, Christopher L. **A Study of Perceived Marketing Messages in International Higher Education Services Marketing**. 2016. 212p. Tese (Doutorado em Business Administration) – School of Advanced Studies, University of Phoenix, Phoenix, Estados Unidos, 2016. Available on: <https://search.proquest.com/docview/1776184101?accountid=26642>. Access on 24 abr. 2020.

CHMELARŮVÁ, Kateřina. **How can higher education institutions attract more students from the Czech Republic and Denmark to participate in an international mobility using social media marketing activities?**. 2018. 82p. Dissertação (Mestrado) – International Marketing Programme, Aalborg University, Aalborg, Dinamarca, 2018. Available on: [https://projekter.aau.dk/projekter/files/281255598/IM\\_thesis\\_KaterinaChmelarova.pdf](https://projekter.aau.dk/projekter/files/281255598/IM_thesis_KaterinaChmelarova.pdf). Access on 24 abr. 2020

CRĂCIUN, Daniela. National Policies for Higher Education Internationalization: A Global Comparative Perspective. In: CURAJ, Adrian; DECA, Ligia; PRICOPIE, Remus. (Eds.). **European Higher Education Area: The Impact of Past and Future Policies**. Cham: Springer International Publishing, p. 95–106, 2018. DOI: 10.1007/978-3-319-77407-7\_7. Available on: <https://doi.org/10.1007/978-3-319-77407-7>. Access on 29 abr. 2020.

CRESWELL, John W. **Projeto de pesquisa: métodos qualitativo, quantitativo e misto**. Tradução: Magda Lopes. 3 ed. Porto Alegre: Artmed, 2010. 296p. ISBN 978-85-363-2300-8.

DE WIT, Hans *et al.* **International Mapping of National Tertiary Education Internationalization Strategies and Plans (NTEISPs)**. Boston: Center for International Higher Education, v. 12, 2019. Available on: <https://www.bc.edu/content/dam/bc1/schools/lsoc/sites/cihe/publication/pdf/Perspectives%2012.pdf>. Access on 24 abr. 2020.



DIAS COSTA, Lara Sofia de Sousa Barbosa e. **Os Gabinetes de Relações Internacionais e o seu contributo para a promoção da Internacionalização do Ensino Superior: o Caso do GRI da ESEC.** 2015. 174p. Dissertação (Mestrado em Marketing e Comunicação) – Escola Superior de Educação de Coimbra, Instituto Politécnico de Coimbra, Coimbra, Portugal, 2015. Available on: <https://comum.rcaap.pt/handle/10400.26/11437>. Access on 24 abr. 2020.

DUQUE, Luciano Alessandro. Comunicação Organizacional nas Universidades: As Estratégias Digitais para a Internacionalização de Currículos. *In: CONGRESSO INTERNACIONAL DE REDES SOCIAIS*, 1, 2017, Évora. **Anais [...]**. Évora, Portugal, Universidade de Évora, 2017. p. 208–231. Available on: [http://www.cires2017.uevora.pt/livro\\_atas\\_ICIReS.pdf](http://www.cires2017.uevora.pt/livro_atas_ICIReS.pdf). Access on: 24 abr. 2020.

FERREIRA, Celene Fidelis Frias. The challenges of the strategic communication of the Portuguese public universities in the internationalization processes. **Revista Internacional de Relaciones Públicas**, v. 9, n. 18, p. 179–196, 2019. DOI: 10.5783/RIRP-18-2019-10-179-196. Available on: <http://dx.doi.org/10.5783/RIRP-18-2019-10-179-196>. Access on: 24 br. 2020.

FINDLAY, Allan M; MCCOLLUM, David; PACKWOOD, Helen. Marketization, marketing and the production of international student migration. **International Migration**, v. 55, n. 3, p. 139–155, jun. 2017. DOI: 10.1111/imig.12330. Available on: <https://doi.org/10.1111/imig.12330>. Access on: 23 abr. 2020.

FUJITA, Momoko; HARRIGAN, Paul; SOUTAR, Geoffrey Norman. International students' engagement in their university's social media: An exploratory study. **International Journal of Educational Management**, v. 31, n. 7, p. 1119–1134, 2017. DOI 10.1108/IJEM-12-2016-0260. Available on: <https://doi.org/10.1108/IJEM-12-2016-0260>. Access on: 23 abr. 2020.

GAI, Lili; XU, Chunhao; PELTON, Lou E. A netnographic analysis of prospective international students' decision-making process: implications for institutional branding of American universities in the emerging markets. **Journal of Marketing for Higher Education**, v. 26, n. 2, p. 181–198, jul. 2016. DOI: 10.1080/08841241.2016.1245233. Available on: <https://doi.org/10.1080/08841241.2016.1245233>. Access on: 23 abr. 2020.

GAO, Yuan. A set of indicators for measuring and comparing university internationalisation performance across national boundaries. **Higher Education**, v. 76, n. 2, p. 317–336, 2018. DOI: 10.1007/s10734-017-0210-5. Available on: <https://doi.org/10.1007/s10734-017-0210-5>. Access on: 24 abr. 2020.

GODOY, Arilda Schmidt. Refletindo sobre Critérios de Qualidade da Pesquisa Qualitativa. *Gestão.Org*: **Revista Eletrônica de Gestão Organizacional**, v. 3, n. 2, p. 81–89, 2005. Available on: <https://periodicos.ufpe.br/revistas/gestaoorg/article/view/21573>. Access on: 30 abr. 2020.

GOTTLIEB, Udo Rainer.; BEATSON, Amanda. High on emotion! perceived value: influencing decision-making processes at international student recruitment trade shows. **Journal of Marketing for Higher Education**, v. 28, n. 2, p. 282–297, 2018. DOI: 10.1080/08841241.2018.1476430. Available on: <https://doi.org/10.1080/08841241.2018.1476430>. Access on: 23 abr. 2020.

HOHLFELDT, Antonio; MARTINO, Luiz C; FRANÇA, Vera Veiga. **Teorias da comunicação: conceitos, escolas e tendências**. 14. ed. Petrópolis: Vozes, 2014. ISBN 978-85-326-2615-8.

HUDZIK, John K. **Comprehensive Internationalization: From Concept to Action**. Washington, D.C.: NAFSA: Association of International Educators, 2011. Available on: [http://ecahe.eu/w/images/1/1f/Comprehensive\\_Internationalization\\_-\\_NAFSA.pdf](http://ecahe.eu/w/images/1/1f/Comprehensive_Internationalization_-_NAFSA.pdf). Access on: 03 nov. 2019.

HUDZIK, John K. Strategic Institutional Partnerships and Comprehensive Internationalisation. In: JOOSTE, Nico; DE WIT, Hans; HELETA, Savo. (Eds.). **Higher Education Partnerships for the Future**. Nelson Mandela Metropolitan University ed. Port Elizabeth, South Africa: Unit for Higher Education Internationalisation in Developing World, p. 23–39, 2015. Available on: [http://erasmusplusriesal.org/sites/default/files/9\\_higher\\_education\\_partnerships\\_for\\_the\\_future.pdf#page=23](http://erasmusplusriesal.org/sites/default/files/9_higher_education_partnerships_for_the_future.pdf#page=23). Access on: 03 nov. 2019.

JAMES, Melissa. **Understanding International Student Recruitment as Export Marketing Behaviour in Higher Education Institutions**. 2018. 262p. Tese (Doutorado em Filosofia) – Department of Educational Research, Lancaster University, Lancaster, Inglaterra, 2018. Available on: <https://doi.org/10.17635/lancaster/thesis/429>. Access on: 24 abr. 2020.

KNIGHT, Jane; DE WIT, Hans. Strategies for internationalisation of higher education: historical and conceptual perspectives. In: **Strategies for Internationalisation of Higher Education**. Amsterdam: European Association for International Education, 1995. p. 5–32.

KNIGHT, Jane; DE WIT, Hans. Internationalization of Higher Education: Past and Future. **International Higher Education**, n. 95, p. 2–4, 2018. DOI: 10.6017/ihe.2018.95.10715. Available on: <http://dx.doi.org/10.6017/ihe.2018.95.10679>. Access on: 24 abr. 2020.

KOLDAS, Umut *et al.* Branding and internationalization of higher education in an unrecognized state through sports: the Women Basketball Team of Near East University in Northern Cyprus. **Quality and Quantity**, v. 52, n. s1, p. 725–735, 2018. DOI: 10.1007/s11135-017-0649-6. Available on: <https://doi.org/10.1007/s11135-017-0649-6>. Access on: 24 abr. 2020.

LEWIN-JONES, Jenny. Discourses of ‘internationalisation’: a multimodal critical discourse analysis of university marketing webpages. **Research in Post-Compulsory Education**, v. 24, n. 2–3, p. 208–230, 2019. DOI: 10.1080/13596748.2019.1596418. Available on: <https://doi.org/10.1080/13596748.2019.1596418>. Access on: 24 abr. 2020.

MALHOTRA, Naresh K. **Pesquisa de marketing: foco na decisão**. Tradução: Opportunity Translations. 3. ed. São Paulo: Pearson Prentice Hall, 2011. ISBN 978-85-7605-887-8.

MARQUES, Cláudia Montenegro Moreira. **Marketing aplicado às Universidades na captação de estudantes estrangeiros**. 2015. 124p. Trabalho de Projeto de Mestrado (Mestrado em Ciências da Comunicação) – Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa, Lisboa, Portugal, 2015. Available on: <http://hdl.handle.net/10362/19060>. Access on: 24 abr. 2020.

MUNZLINGER, André. **A Internacionalização dos Websites das Instituições Federais de Ensino do Brasil**. 2016. 142p. Dissertação (Mestrado em Administração) – Centro de Ciências Sociais e Aplicadas, Fundação Universidade Regional de Blumenau (FURB), Blumenau, 2016. Available on: [http://www.bc.furb.br/docs/DS/2016/361541\\_1\\_1.pdf](http://www.bc.furb.br/docs/DS/2016/361541_1_1.pdf). Access on: 24 abr. 2020.

PLUTA-OLEARNIK, Mirosława. The Internationalisation of Marketing in the Education and Research Sector. **Marketing of Scientific and Research Organizations**, v. 18, n. 4, p. 77–95, 2015. DOI: 10.14611/minib.18.04.2015.10. Available on: <https://content.sciendo.com/view/journals/minib/18/4/article-p77.xml>. Access on: 24 abr. 2020.

QUELHAS, Adriane; FARIAS FILHO, José Rodrigues. Proposta metodológica para o desenvolvimento de fundamentação teórica sobre cultura, clima e comportamento organizacional. **Sistemas & Gestão**, v. 14, n. 1, p. 28–38, 2019. DOI: 10.20985/1980-5160.2019.v14n1.1452. Available on: <http://www.revistasg.uff.br/index.php/sg/article/view/1452>. Access on: 30 abr. 2020.

ROSYIDAH, Naeli; MATIN; ROSYIDI, Unifah. Internationalization in higher education: University's effective promotion strategies in building international trust. **European Journal of Educational Research**, v. 9, n. 1, p. 351–361, 2020. DOI: 10.12973/eu-jer.9.1.351. Available on: <https://doi.org/10.12973/eu-jer.9.1.351>. Access on: 24 abr. 2020.

SAMOKHVALOVA, Alexandra. Branding higher education: The case of Malaysian higher education promotion on the Internet. **Kajian Malaysia**, v. 35, n. 2, p. 87–104, 2017. DOI: 10.21315/km2017.35.2.5. Available on: <https://doi.org/10.21315/km2017.35.2.5>. Access on: 24 abr. 2020.

SIN, Cristina; ANTONOWICZ, Dominik; WIERS-JENSSEN, Jannecke. Attracting International Students to Semi-peripheral Countries: A Comparative Study of Norway, Poland and Portugal. **Higher Education Policy**, 2019. DOI: 10.1057/s41307-019-00135-3. Available on: <https://doi.org/10.1057/s41307-019-00135-3>. Access on: 24 abr. 2020.

SIN, Cristina; TAVARES, Orlanda; CARDOSO, Sónia. Portuguese institutions' strategies and challenges to attract international students: External makeover or internal transformation? **Journal of International Students**, v. 9, n. 4, p. 1095–1114, 2019. DOI: 10.32674/jis.v9i4.185. Available on: <https://www.ojed.org/index.php/jis/article/view/185>. Access on: 24 abr. 2020.

SLOKA, Biruta *et al.* Social Networks as Information Channel for Attraction of Foreign Students. In: INTERNATIONAL CONFERENCE ECONOMIC SCIENCE FOR RURAL DEVELOPMENT, 40, 2015, Jelgava. **Proceedings** [...]. Jelgava, Letônia, 2015. p.83–93. Available on: <https://agris.fao.org/agris-search/search.do?recordID=LV2015000461>. Access on: 24 abr. 2020.

STAKE, Robert E. **Pesquisa qualitativa: estudando como as coisas funcionam**. Tradução: Karla Reis. Porto Alegre: Penso, 2011. ISBN 978-85-63899-33-0.

STALLIVIERI, Luciane. **Internacionalização e intercâmbio: dimensões e perspectivas**. 1 ed. Curitiba : Appris. 2017. 293p. ISBN 978-85-473-0424.

STEIN, Sharon. National exceptionalism in the “EduCanada” brand: unpacking the ethics of internationalization marketing in Canada. **Discourse: Studies in the Cultural Politics of Education**, v. 39, n. 3, p. 461–477, 2018. DOI: 10.1080/01596306.2016.1276884. Available on: <https://doi.org/10.1080/01596306.2016.1276884>. Access on: 24 abr. 2020.

TENG, Shasha; KHONG, Kok Wei; CHONG, Alain Yee Loong. Study abroad information in the new media. **Journal of Marketing for Higher Education**, v. 25, n. 2, p. 263–286, 2015. DOI: 10.1080/08841241.2015.1079086. Available on: <http://dx.doi.org/10.1080/08841241.2015.1079086>. Access on: 24 abr. 2020.

TITARENKO, Larissa; LITTLE, Craig B. International Cross-Cultural Online Learning and Teaching: Effective Tools and Approaches. **American Journal of Distance Education**, v. 31, n. 2, p. 112–127, 2017. DOI: 10.1080/08923647.2017.1306767. Available on: <https://doi.org/10.1080/08923647.2017.1306767>. Access on: 23 abr. 2020.

TOMMILA, Susanna. **Higher Education in the International Market: A Savonia UAS Student Recruitment Marketing Research**. 2020. Trabalho de Conclusão de Curso (Bacharelado Ciências Sociais, Business e Administração) – Savonia University of Applied Sciences, Kuopio, Finlândia, 2020. Available on: <http://urn.fi/URN:NBN:fi:amk-202003213725>. Access on: 24 abr. 2020.

TREINTA, Fernanda Tavares *et al.* Metodologia de pesquisa bibliográfica com a utilização de método multicritério de apoio à decisão. **Production**, v. 24, n. 3, p. 508–520, 2014. DOI: 10.1590/S0103-65132013005000078. Available on: <http://dx.doi.org/10.1590/S0103-65132013005000078>. Access on: 30 abr. 2020.

URBANOVICĀ, Jolanta; WILKINS, Stephen; HUISMAN, Jeroen. Issues and challenges for small countries in attracting and hosting international students: the case of Lithuania. **Studies in Higher Education**, v. 41, n. 3, p. 491–507, 2016. DOI: 10.1080/03075079.2014.942267. Available on: <https://doi.org/10.1080/03075079.2014.942267>. Access on: 24 abr. 2020.

VELETSIANOS, George *et al.* Selective openness, branding, broadcasting, and promotion: Twitter use in Canada’s public universities. **Educational Media International**, v. 54, n. 1, p. 1–19, mar. 2017. DOI: 10.1080/09523987.2017.1324363. Available on: <https://doi.org/10.1080/09523987.2017.1324363>. Access on: 23 abr. 2020.

WILKINS, Stephen; BUTT, Muhammad Mohsin; HEFFERNAN, Troy. International brand alliances and co-branding: antecedents of cognitive dissonance and student satisfaction with co-branded higher education programs. **Journal of Marketing for Higher Education**, v. 28, n. 1, p. 32–50, jan. 2018. DOI: 10.1080/08841241.2017.1393785. Available on: <https://doi.org/10.1080/08841241.2017.1393785>. Access on: 23 abr. 2020.

ZHELEV, Paskal; PENEVA, Maria. Challenges to Internationalisation through Foreign Students’ Attraction – A Case Study of A Bulgarian Public University. *In*: INTERNATIONALISATION ENHANCING QUALITY OF LEARNING AND TEACHING, 2018, Ljubljana. **Conference proceedings** [...]. Ljubljana, Eslovênia, 2018. p. 24–36. Available on: [https://www.cmepius.si/wp-content/uploads/2019/06/Conference-proceedings\\_IEQLT\\_March2018.pdf](https://www.cmepius.si/wp-content/uploads/2019/06/Conference-proceedings_IEQLT_March2018.pdf). Access on: 24 abr. 2020.