

Internationalization in Education: personalization and accessibility in digital contexts

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Abstract: The aim of this paper is to identify how the internationalisation of higher education is approached in Portugal and Spain. A qualitative methodology, based on contrasting studies, experiences and good practices, is used to gain an overview of the issue in question in both countries. The conclusion is that although there has been much progress in the internationalization of universities, there is a need to improve curricula, faculty training and pedagogical initiatives.

Keywords: Higher education; Curricula; Teacher training

Internacionalização na Educação: personalização e acessibilidade em contextos digitais



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Resumo:

Objetivo do presente trabalho consiste em identificar a forma como está a ser abordada a internacionalização da educação superior em Portugal e Espanha. Por meio de uma metodologia qualitativa baseada no contraste de estudos, experiências e boas práticas, obtém-se uma visão sobre o tema em questão em ambos os países. Conclui-se que, embora tenha havido muitos avanços na internacionalização universitária, é necessário melhorar os currículos, a formação do corpo docente e as iniciativas pedagógicas.

Palavras-chave: Ensino superior; Currículos; Formação do corpo docente

Internacionalización de la educación: personalización y accesibilidad en contextos digitales

Resumen: El objetivo del presente trabajo consiste en ofrecer una visión de cómo se está abordando la internacionalización de la educación superior en Portugal y España. A través de una metodología cualitativa basada en el contraste de estudios, experiencias y buenas prácticas, se obtiene una visión sobre el tema en cuestión en ambos países. Se concluye que, si bien se ha avanzado mucho en la internacionalización universitaria, es necesario mejorar los currículos, la formación del profesorado y las iniciativas pedagógicas.

Palabras clave: Educación superior; Currículos; Formación del profesorado

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1 INTRODUCTION

The constant and innovative evolution of digital communication brings about significant transformations in human life. These transformations cover a variety of aspects, as discussed in detail by authors such as Castells (2013), Lojkine (2002) and Lévy (1996, 2000). They highlight the creation of an independent digital space, driven by the continuous generation of authorial content, characterized by a constant flow of communication and a redefinition of traditional concepts of time and space.

Specifically in higher education, these changes are both visible and profound, as evidenced by the movements undertaken by institutions to adapt to the new reality. The main directions that characterize the higher education landscape, although not all countries are at the same stage, are the following trends, which we list below: the expansion of higher education systems; the broadening of the diversity of courses offered; the formation of increasingly heterogeneous student populations; the exploration of new sources of funding; the adoption of new models of institutional governance; and the implementation of a global network of mobility and collaboration. All of these trends are rooted in a concern for accessibility, inclusion, and innovation through technology. There are myriad areas to consider that are often not understood or addressed in a specific way.

Higher education is becoming more international and increasingly involves intensive networking between institutions, academics, students, and other stakeholders such as industry. International collaborative research has been strengthened through networking between institutions and cross-border funding of research activities (OECD, 2008).

In this digital context, internationalisation initiatives for teaching and learning are closely linked to the Open University's Strategic Plan for 2019-2023. This is because such initiatives contribute significantly to the growth and establishment of the international presence of Universidade Aberta, Portugal (UAb), especially in countries where different languages are used, such as English and Spanish. This internationalization is manifested both in the expansion of the range of courses offered and in the implementation of the internationalization strategy through international partnerships and agreements.

The development and improvement of initiatives aimed at access, inclusion, diversification, experiences, and exchange of knowledge between cultures and areas for studies carried out collaboratively, on a large scale for speakers of the same language, are emerging trends to meet the



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needs that are being consolidated in the field of education Commission European (2022). In this sense, online teaching here is characterized by different pedagogical strategies, methodological formats, use of tools and applications, which are directly related to the teaching application of internationalization and its characteristics for higher education.

Based on these premises, the work in progress has emphasized the research resulting from the actions of Erasmus mobility (European Region Action Scheme for the Mobility of University Students) by a team of Spanish researchers, in line with the studies carried out by researchers from the Universidade Aberta in Portugal. It focused on trends in active methodologies and their impact on learning environments, in line with the principles of personalization, innovation, and accessibility in higher education.

The discussion space provided an opportunity to deepen and share among colleagues the main ideas on how to promote internationalization more deeply, focusing on the pedagogical aspects of higher education. This was made possible through suggestions and proposals for the application of active methodologies, with an emphasis on personalization, innovation, and accessibility.

The purpose of this production is to share reflections based on the Erasmus stay, promoting the exchange of theoretical and practical knowledge and technical skills. This includes sharing experiences related to personalization, innovation, and accessibility through the application of active methodologies in the context of higher education.

What the reader will see in this article is exactly the broad and well-founded explanation of the discussions that emerged from the debate, thus contributing to groups and actions in higher education at the institutions involved and the collaborative projects underway.

The reflection questions proposed are: What can we understand by educational innovation? What are the characteristics and pedagogical elements of personalization in higher education? How does accessibility facilitate pedagogical scenarios and experiences? How can active methodologies be innovative in the dynamics of higher education classes? These are the main questions that will be explored in depth through the debates that have taken place and are expressed throughout the text.

The starting point for reflection is this identified reality, which brings a series of political, strategic, and economic challenges. Among these difficulties, we can mention issues such as barriers to cultural, linguistic, and technological integration, as well as obstacles related to the financing of initiatives and projects.



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The fundamental principles addressed in this text are the concepts of innovation, personalization, and accessibility. Each of these elements is examined from the perspective of university teaching practice in digital environments. This study is strengthened by the collaboration of researchers and scholars, in an approach that is international in nature.

2 METHODOLOGY: COLLABORATIVE DISCUSSION SPACE

The methodology used was qualitative, based on a survey of references, experiences, information, good practices, and empirical studies with well-founded constructions that proved the arguments of the work. The basis of this work lies in using Erasmus mobility between institutions belonging to the European Union, taking advantage of this opportunity to create environments conducive to the exchange, sharing, and construction of knowledge among researchers.

The Erasmus program is an initiative of the European Union that aims to promote mobility and cooperation between higher education institutions within the member countries. Mobility involves the exchange of students, teachers, and administrative staff between universities and partner institutions, allowing participants to experience different academic cultures, enrich their knowledge, and contribute to the internationalization of higher education. The program aims to strengthen cooperation between institutions, promote cultural diversity and mutual understanding, and improve the quality of education and research. Erasmus+ Program of the European Commission (2023).

Erasmus mobility offers several significant benefits to teachers who choose to participate in the program, such as professional enrichment, knowledge exchange, international networking, personal development, curriculum enrichment, new teaching perspectives, broadening research and collaboration, learning and languages, stimulating innovation and cultural experiences (Cuzzocrea; Krzaklewska, 2023).

In particular, we highlight the experience of teaching at a foreign university, which allows lecturers to experience different educational systems, pedagogical approaches, and classroom dynamics, which can enrich their teaching practices and innovation, through exposure to different teaching and learning methods during Erasmus mobility, which can inspire the adoption of innovative and creative approaches in future academic activities.



In order to systematize this process during the Erasmus stay, the following actions were promoted: First meeting to familiarize the students with the Open University Distance Learning model and the Microcredential proposals related to internationalisation; Meeting with the Rectorate team to discuss the proposal for a course on Innovation in Higher Education Teacher Training; holding the online event "*Innovación en Contextos Educativos: tecnologías, personalización y accesibilidad*" with specialists and Masters and Doctoral students in Education, a two and a half hour online and synchronous meeting attended by researchers and guests from the Open University; planning of a journal issue to be published in collaboration; planning of the participation of lecturers from the Open University's UCs with synchronous virtual classes in the Masters courses of the Department of Education and Distance Learning.

The information gathered was based on dialogues, conferences, interactions, and participations, in addition to the week-long interaction between researchers and the constant dialogues and exchanges in a restricted group and the online event in an extended community with the realization of reflections and dialogues in higher education.

Through the exchange of theoretical and practical knowledge and technical skills, as well as the sharing of experiences related to personalization, innovation and accessibility, facilitated by active methodologies in higher education, the group was able to establish a broader and deeper collaboration on the topic. This materialized in organizing classes, writing articles, and organizing conferences to expand the topic and the innovative ideas resulting from this exchange (Jia; Tian, 2018).

3 EDUCATIONAL INNOVATION, PERSONALIZATION AND ACCESSIBILITIES

Innovation, in general, refers to the introduction of new ideas, methods, processes, products, or practices that result in significant improvements or changes in various fields (Escudero, 1995). In the context of higher education, innovation is the creative application of new approaches, technologies, and methodologies to improve the quality of education, increase the effectiveness of teaching and learning, and adapt to the changing needs and expectations of students and society (Jesus; Azevedo, 2021).

Educational innovation in higher education involves the implementation of innovative strategies and practices aimed at improving the educational experience of students and the effectiveness of teaching and learning processes (Păunescu; Lepik; Spencer, 2022). Some areas of





educational innovation are:

- **Teaching Methodology:** Implementing more interactive and participatory teaching methods such as active learning, project-based learning, flipped classrooms, etc;
- **Educational Technology:** Using technologies such as mobile applications, online learning platforms, virtual and augmented reality, simulations, and educational games to improve student engagement and comprehension;
- **Innovative assessment:** Developing alternative assessment methods, such as digital portfolios, peer assessment, and formative assessment, that measure not only knowledge but also students' skills and competencies;
- **Personalizing learning:** Tailoring instruction to students' individual needs, taking into account their learning pace, interests, and learning styles;
- **Collaboration and interaction:** Encouraging collaborative activities between students and teachers, either face-to-face or through online platforms, to promote the exchange of ideas and shared learning;
- **Internationalization:** Incorporating international elements into the curriculum, such as partnerships with foreign universities, exchange programs, and courses that focus on global issues;
- **Competency-based learning:** Focus on developing practical skills and specific competencies to prepare students for the job market and real-world challenges.

Educational innovation in higher education aims to improve the quality of teaching, increase student retention, promote meaningful learning, and equip students with the skills they need to succeed in a constantly evolving environment (Jorba; Sanmartí, 1993). Higher education institutions need to be open to experimenting with new approaches and adapting to change to continue providing relevant, high-quality education (Carbonell Sebarroja, 2001; Crosscombe, 2018; Tavares; 2018; Thurler; 2001).

Innovation is a key element so that processes can be modified according to the feedback and needs that arise. Along with innovation, personalization, and accessibility are elements of great importance today.

Personalization and attention to individual needs lie in the careful and targeted approach to each person's learning challenges. The approach is not simply to group individuals according to their



styles, but to work with diversity and offer students strategies to help them develop learning styles that may be underdeveloped (González et al., 2020). The decision to use the theory of similar or different learning styles is inextricably linked to the type of content to be covered and the breadth of activities proposed, thus facilitating the diversification of formats and strategies for learning, while at the same time personalizing the processes (Barros, 2020).

More specific tasks tend to benefit specific learning styles while broader tasks require the collaboration of individuals with different styles within the same team. According to Barros et al. (2022), the ideal approach is to combine different styles and match them to the specific objectives of each activity. This not only provides a richer and more diverse learning environment but also promotes the development of competencies that enable students to successfully navigate different learning situations.

The personalization of learning has different interpretations. García Hoz (1993) defines personalized education as "a comprehensive expression of the educational perfection of the person". The author stresses that personalized education must be conscious, free and rewarding: "personalized education is the deliberate improvement of the person through harmonious coexistence and well-executed activity" (p. 43, translated by us).

For Coll (2018a), personalization means focusing educational action on the learner, taking into account not only his or her personal, social, and cultural characteristics, but also his or her interests, goals, and learning options. This vision of learning and teaching is consistent with the student-centered pedagogy that emerged at the end of the nineteenth century.

Personalization therefore refers to a set of actions designed to promote the achievement of learning with meaning and personal value for students. Learning with meaning and personal value is learning that helps learners to: know and understand themselves better, illuminating more or less broad moments and aspects of their past experiences and personal history; better understanding the reality in which they are immersed, and expanding their capacity and possibilities to act on it Coll (2018b).

Wise (2005) considers that personalization is characterized by being related to learning at any time and place but emphasizes that the core of personalization is to create independent learners. From this perspective, Wise (2005) identifies personalization with the following characteristics:

- A deep understanding of existing learning styles.
- Technology to support personalization at different times and in different locations.





- A flexible schedule that meets the interests and needs of each student.
- Flexible time encourages flexible schedules.
- Metacognition strategies promote more effective learning.
- Giving students more control over their learning paths.
- Fostering a culture of personalization throughout the institution.
- Transforming Learning Spaces.

The personalization of learning, understood here as the diversification of learning opportunities, experiences, and resources according to the needs and interests of the learner, is both a central feature and a demand of the new learning ecology, which has undoubtedly contributed significantly to the dissemination and acceptance of the idea of personalization (Engel Rocamora; Coll Salvador, 2022).

Seale and Cooper (2010) and Seale (2013) describe accessibility in the context of higher education in using technologies. In general, accessibility in the context of e-learning (virtual learning environments, digital repositories, discussion forums) is an important issue that should be highlighted and publicized, as students are not aware of many of the possibilities and benefits of various technological tools that help overcome barriers. Sachs and Schreuer (2011) also point to the importance of technology in promoting greater accessibility, allowing students with special needs to choose and complete a university course in an e-learning environment. Therefore, the flexibility of online content is a strong facilitator of accessibility (Seara; Dias; Barros, 2016).

Since the 1940s, the term "accessibility" has been used to refer to access conditions for people with disabilities related to physical and vocational rehabilitation services. Initially, it was used as a condition of mobility and the elimination of architectural and urban barriers to allow movement on roads, buildings, and means of transport (Wagner et al., 2010). The expansion of the concept of accessibility has undergone more intense transformations in the notions of citizenship and social inclusion, which have allowed a subjective change in terms of gaining a voice in the public sphere and the construction of social identity for people with disabilities.

Considering innovation, personalization and accessibility, we understand that their applicability lies in the essence of promoting new teaching practices among teachers and students that take into account this diversity, acceptance and re-signification of the way of teaching. Internationalization lies precisely in making these processes viable as teaching strategies and



pedagogical formats (Lerís; Sein-Echaluce, 2011).

4 ONLINE EVENT “*Innovación en Contextos Educativos: tecnologías, personalización y accesibilidad*”

The event was held to create a space for discussion that would allow a broader reflection on the promotion of internationalization in a way that focuses on the pedagogical aspects of higher education; accessibility as an innovation, and not only a broader personalization, beyond diversification, but also as a way to provide experiences that contribute to the teaching and learning process. Next, we highlight the structure of the event and its implementation.

The online platform used to host the event was the Zoom application, a video conferencing platform with free and open access for participants. In addition to the online platform, the guest lecturers were present at the Open University with the event moderator. In hybrid form, the event took place over one and a half hours, was recorded and made available to students of the Master's Degree in Pedagogical Supervision of the Department of Education and Distance Learning of the Open University and the Unidis Complutense Group as well as to students of UNED in Madrid, according to the program on the following page:

Chart 01 – Event program*

https://portal.uab.pt/noticias/innovacion-en-contextos-educativos/ Date: March 30th 11:30 a.m. to 1 p.m		
DATE	ACTIVITY/PLACE	DETAILS OF THE ACTIVITY
March 30th, 2023 Online format Languages: Portuguese and Spanish Support: • Erasmus+ mobility	Expert Panel entitled: <i>Innovation in Educational Contexts: technologies, personalization and accessibility</i> The teachers and I will be together in	<ul style="list-style-type: none"> • The expert panel lasts 1h30 • These should deal with some experience/reflections or practices of pedagogical innovation/projects that encompass technologies, teacher training, accessibility and inclusion. • Open and accessible via zoom / streaming to ask questions. Program: <ul style="list-style-type: none"> ➤ Opening Prof. Dr. Cláudia Neves, Director of DEED (05 minutes) ➤ Welcome to the Coordination of the Master's in School Administration (05 minutes)



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<ul style="list-style-type: none"> • Open University - DEED; MAGE; MSVP • Accessibility Project • UNIDIS- Complutense; • LE@D; • CEIS XX; 	<p>person in the REDE Lusófona room at the Palácio Ceia of the Universidade Aberta.</p> <p>Prof. Dr. Silvia Carrascal - UCM</p> <p>Prof. Dr. Juana Maria Anguita Acero -UNED</p> <p>Prof. Dr. Óscar Navarro Martínez - UCLM</p>	<ul style="list-style-type: none"> ➤ Welcome speech Coordination of the Master's Degree in Pedagogical Supervision (05 minutes) ➤ Brief presentation by Prof. Dr. Isabel Barros Dias (10 minutes) of the Committee for the Monitoring of Students with Special Educational Needs at Universidade Aberta ➤ Presentation of the panelists and individual intervention of 10 minutes each in total (30 minutes) <p>Methodology and/or technology as tools for transforming education. Prof. Dr. Silvia Carrascal - Universidad Complutense de Madrid - UCM</p> <p>The concept of innovation and educational innovation in Spanish universities. Prof. Dr. Juana Maria Anguita Acero - Universidad Nacional de Educación a Distancia -UNED</p> <p>Methodologies for personalizing and individualizing teaching. Classroom context. Prof. Dr. Óscar Navarro Martínez - Universidad de Castilla-La Mancha</p> <ul style="list-style-type: none"> ➤ Space for questions and answers (between 10 minutes) ➤ End of the thank you panel (05 minutes) ➤ Moderator: Prof. Dr. Daniela Barros - professor responsible for the Erasmus mobility of the panelists ➤ Event recorded and made available online.
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Source: Elaborated by the authors (2024). *Titles of the speeches and the activities were translated for better understanding.

These three conferences addressed key aspects of improving internationalization in education, concerning personalization and accessibility in digital contexts. The first conference, "Methodology and/or technology as tools for transforming education", highlighted how emerging technologies and innovative methodologies can transform education. These tools allow for greater connectivity and international collaboration, facilitating access to global educational resources and enriching learning experiences.

The second conference, "The Concept of Innovation and Educational Innovation in Spanish Universities," explored how innovation can be applied in universities to improve the quality of education. Innovation in this context encourages the development of new practices and approaches that can be adapted to different cultural and educational contexts, thus promoting internationalization.



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Finally, the conference "Methodologies for Personalizing and Individualizing Teaching. Teaching context" focused on techniques for adapting teaching to the individual needs of students. This is crucial for accessibility, as it allows students from different backgrounds and different abilities to benefit from personalized education, even in digital and globalized environments.

Below we highlight the content covered, which provided a significant analysis of the key issues related to innovation, personalization, and accessibility. On the part of the Open University, the topic of accessibility was developed with the presence of the project coordinators and the most recent results obtained. The coordinators of the Master's degrees in School Administration and Pedagogical Supervision of the Department of Education and Distance Learning also reviewed the topics under discussion.

The support of the Erasmus Mobility Program, with a special focus on the Complutense University of Madrid, the National University of Distance Education of Madrid, and the University of Castilla-La Mancha in Ciudad Real, plays a fundamental role. In the context of Erasmus Mobility and the exchange of ideas and projects in common, the themes of Innovation in Educational Contexts: Technologies, Personalization, and Accessibility, with the prospect of exploring new trends and innovative practices for inclusion and internationalization.

Research in education points to the use of technology as a promising avenue. At the same time, they emphasize the importance of expanding accessibility and inclusion to meet existing diversity. This diversity has become essential for improving the quality of the teaching and learning process.

It is in this context that the reflections discussed at the event arose. The presence of the researchers offers an additional perspective, enriching the analysis from a cultural and reference point of view. This will contribute to our reflections, encouraging the emergence of questions and the construction of creative arguments related to these themes and practical actions based on these references. The tripod of technologies, personalization, and accessibility opens up new avenues of innovation that have not yet been explored.

In short, the researchers discussed the themes, content, and analysis that will now be detailed. Education is a fundamental human right and a tool that enables children and adults, regardless of their social, economic, and cultural status, to participate fully in society and life. This implies recognizing and valuing diversity and providing opportunities so that everyone has not only access but also the necessary conditions to develop, learn, expand their potential, and grow through educational



processes.

The diversity of learning styles, the impact of technology on the learning process, cognitive processes, and research on the design of both face-to-face and virtual instruction are critical elements in the field of education. In addition, the evolution and transformation of learning environments and spaces play a fundamental role.

We cannot fail to mention the constant paradigm shift, or more precisely, the flexible adaptation to change. This is closely related to the new spaces created in the digital environment, which have great potential to be used in education. These spaces in themselves act as catalysts for innovation in teaching, not only promoting student self-regulation but also taking advantage of the digital resources available.

The use of technology is constantly appearing, both in new methodologies to face this reality, and in the systematization and validation of distance education, hybrid education, and digital education. In parallel, of course, there is a concern for the training of teachers to meet this new way of thinking and expand the field of education. The transversalization of knowledge seems to be a sure trend in an international context where there is a need for institutions to adjust, adapt, and integrate the differences and knowledge shared between institutions.

The meaning of internationalization in higher education is young, only two decades old. It is both a broad term and an umbrella term to encompass a range of fragmented and unrelated international activities in higher education, such as: study abroad; international student advising; student and staff exchanges; development education; and studies in this field.

The relationship between cultures, between the global and the local, is very clear but the discourse on internationalization is still much more about international education. It ends up being limited to very technical or one-off protocols and partnerships, rather than a deeper and ongoing process of interaction (De Wit, 2013). This is also due to the pressure of quantitative targets and evaluation rankings, where internationalization is an evaluative and decisive requirement for institutions.

Among the challenges facing education, we also highlight the development of transversal skills, the promotion of critical thinking, and the stimulation of creativity. In addition, it is important to explore new cognitive approaches, such as Visual Thinking, which offer different perspectives on thinking. Visual Thinking is an approach to communication and problem-solving that uses visual



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elements such as graphs, drawings, diagrams, and icons to represent complex information and facilitate the understanding and exploration of ideas. It is based on the idea that the human brain processes visual information effectively and efficiently, making thinking and communicating more accessible and clear.

Using Visual Thinking, people can create mind maps, diagrams, flowcharts, and other visual representations to organize concepts, connect ideas, identify patterns, and simplify information. This is especially useful in learning situations, problem-solving, brainstorming, strategic planning, and communicating complex ideas more understandably.

Active methodologies are pedagogical approaches that have gained prominence in education because they encourage active student participation in the learning process, such as Design Thinking, Visual Thinking, Harkness Table, Project Based Learning (PBL), and Problem Based Learning (PBL).

The application of active methodologies is essential for planning a teaching model and design adapted to new learning styles and spaces. This includes the integration of educational technology into teaching practice and the development of theoretical and practical experiences based on tools, resources, and materials to learn by doing, thus promoting the creation of innovative educational spaces. In addition, learning and teaching are based on the acquisition and development of skills, with an emphasis on project-based learning and constructive feedback. To achieve these goals, teacher training is fundamental, including the development of digital skills and the incorporation of active methodologies into their teaching practice.

The student learning experience refers to the set of experiences, perceptions, interactions, and cognitive processes that a student undergoes as he or she acquires knowledge, develops skills, and builds competencies throughout his or her educational journey. This experience is influenced by a variety of factors, including the learning environment, teaching methods, curriculum content, social interactions, and even the student's motivations and interests. Here are some of the key elements that make up the student learning experience: learning environments, teaching methods, curriculum content, interactivity, evaluative feedback, motivation and engagement, individual adaptation, digital technologies, and resources, the development of social and emotional competencies, and the cultural and social context.

In short, the student learning experience is a multifaceted and individualized aspect of education that can be influenced by a variety of factors. Making this experience positive and effective



requires a student-centered approach that takes into account their needs, interests, and motivations, and creates instructional environments and practices that stimulate intellectual, emotional, and social growth.

Technology is playing an increasingly important role in education, affecting various aspects of the teaching and learning process. It is important to note that the effectiveness of technology in education depends on how it is integrated and used. The challenge is to balance the use of technology with effective pedagogical strategies and to ensure that the benefits of technological innovation are maximized to improve learning and teaching.

5 BRIEF FINAL CONSIDERATIONS

The main objective of the aforementioned event was to promote the exchange of theoretical, practical, and technical knowledge, as well as experiences related to personalization, innovation and accessibility, mediated by active methodologies in higher education.

Various reflections were explored to identify the didactic-pedagogical dynamics introduced in higher education through internationalization processes, such as partnerships, network collaborations, and joint research. Educational research has pointed to the incorporation of technologies as a trend of internationalisation while, at the same time, emphasizing the need to expand accessibility and inclusion to cover the great diversity that exists. We can understand that there are still concrete reflections on raising the awareness of the management of institutions and increasing the number of initiatives formally included in curricula; the integration of pedagogical initiatives and training on these issues in the human resources of educational contexts and attention to the diversification of pedagogical strategies using technologies.

The importance of creating spaces for the exchange of knowledge and experiences in higher education should be emphasized, focusing on personalization, innovation, and accessibility through active methodologies. There is a real need to pay more attention to diversity through the pedagogical dynamics resulting from internationalization and the integration of technologies. Institutional awareness-raising initiatives and the inclusion of pedagogical strategies in educational curricula are also relevant.



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In order to do this, we need to encourage the expansion of reflection and implementation based on the strategic and pedagogical elements mentioned here, so that there is more and more stimulus and impact from these experiences. It is essential not only to focus on the implementation of advanced technologies and active methodologies but also to promote a learning environment that is truly inclusive and accessible to all students. This means not only adapting the curriculum but also restructuring institutional policies to ensure that all educational actors, from teachers to administrators, are trained and committed to these principles.

In addition, it is essential to promote a culture of cooperation between institutions at the international level, which will not only enrich the educational experience but also allow for the sharing of good practices and resources. In the long term, these actions will contribute to the training of professionals who are better prepared, more sensitive, and better adapted to an increasingly globalized and diverse world.

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