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The interrelationship between the Scientific Field and Internationalization in light of technological fluency

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Abstract: In order to understand the interrelationship between the scientific field and the process of internationalization, a documentary analysis of the texts "The social uses of science: toward a clinical sociology of the scientific field" (Bourdieu, 2004) and "Distinction: the social critique of judgment" (Bourdieu, 2008) was carried out and it was concluded that technological interaction favors the rapid and direct acquisition of knowledge, affecting the social hierarchy within the field.
Keywords: Bourdieu, Higher Education Institution, *Habitus*

A inter-relação entre Campo Científico e Internacionalização à luz da fluência tecnológica

Resumo: A fim de compreender a inter-relação entre o Campo Científico e o processo de internacionalização realizou-se a Análise Documental dos textos "Os usos sociais da ciência: por uma sociologia clínica do campo científico" (Bourdieu, 2004) e "A Distinção: a crítica social do julgamento" (Bourdieu, 2008) e concluiu-se que a interação tecnológica favorece a aquisição de conhecimento de forma rápida e direta, influenciando a hierarquização social dentro do campo.
Palavras-chave: Bourdieu, Instituição de Ensino Superior, *Habitus*

La interrelación entre el campo científico y la internacionalización a la luz de la fluidez tecnológica

Abstract: Para comprender la interrelación entre el campo científico y el proceso de

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internacionalización, se realizó un análisis documental de los textos "Los usos sociales de la ciencia: hacia una sociología clínica del campo científico" (Bourdieu, 2004) y "Distinción: La crítica social del juicio" (Bourdieu, 2008), se concluyó que la interacción tecnológica favorece la adquisición de conocimientos de forma rápida y directa, lo que influye en la jerarquización social dentro del campo.
Keywords: Bourdieu, Institución de educación superior, *Habitus*

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1. INTRODUCTION

Science itself functions as a cultural production of society for society itself, being the fruit of study, creativity, and imagination, constituted by its own codes and mathematical, verbal, and symbolic methods, through which the scientist validates his work before the scientific community.

This community constitutes the scientific field, which, according to Bourdieu (1983), is a space of competitive struggle governed by power relations and monopolies, granted to the scientific community by the capacity to act and speak on the basis of scientific assumptions. Universities act as a scientific field specialized in the acquisition of knowledge and also rise in the search for recognition and prestige on the international scene.

As it is a multifaceted process, there is a strong influence of globalization in higher education institutions (HEIs), based on the development of skills and competencies for the global labor market, the implementation of public policies and an international curriculum, this process became known as internationalization (Rudzki, 1998).

The internationalization process promoted the need to develop technological capital, which is separate from cultural capital, in order to transform ways of thinking, acting, and relating. This situation corresponds to technological influence, that is, "the competence in using digital technologies (technological fluency) would be the cultural capital of a 'cybernetic' order, appropriately activated by the subject according to the provisions of the habitus in the most diverse situations of technology use" (Rocha, 2011, p. 1732, translated by us).

Currently, internationalization corresponds to an idea of the superiority of the developed nation in relation to an emerging nation, keeping the scientific field conditioned to a symbolic power, as well as favoring the unbridled search for power and prestige. It is necessary, therefore, to consolidate emerging countries in the scenario of international cooperation so that there are changes in the internationalization system, in the sense of modifying the relationship of interdependence and opening space for developing countries.

In this sense, the present work aims to analyze how subjects are guided, within the Scientific Field, by the habitus acquired in the face of technological fluency during the internationalization process based on Bourdieu's Field Theory.

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2. THEORETICAL BASIS

2.1 Bourdieu's Field Theory

In the globalized world, all common spheres can be called fields, such as the fields of power, law, arts, science, academia, among others, in which only subjects belonging to this environment can understand its concepts, thus field is defined as a

> universe in which the agents and institutions that produce, reproduce or disseminate arts, literature or science are inserted. This universe is a social world like any other, but one that obeys more or less specific social laws. The notion of field is there to designate this relatively autonomous space, this microcosm endowed with its own laws (Bourdieu, 2004, p. 20, translated by us).

The fields are interconnected and influence each other. In this sense, transnational interactions dictate how subjects will behave within the fields. This organization, formed by a group of individuals who carry out structured activities to achieve common goals, corresponds to the scientific, it is defined as

> a social world and, as such, makes demands, requests, but is relatively independent of the pressures of the global social world that surrounds it. In fact, external pressures, whatever their nature, are exerted only through the field and are mediated by the logic of the field. One of the most visible manifestations of the autonomy of the field is its capacity to refract external pressures or demands, to retranslate them into a specific form" (Bourdieu, 2004, p. 21-22, translated by us).

For example, within science there is a very complicated language of its own, which causes people outside this social circle not to understand certain terms and to orient themselves to related concepts. This specificity can be accessed when, within the scientific field, the acquired technological capital is combined with scientific and cultural capital.

2.2 The Overspecialization of Science

Science has become stigmatized in society due to its overspecialization because, within the scientific community, there is a language of its own, which can only be perfected by those who have expertise in the scientific field. This happens because the dominant agents orchestrate themselves

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within the scientific field, becoming the holders of the emblems, signs, and techniques necessary for scientific communication, completely changing the social perception of science. Thus, "the subject of science is not the individual scientist, but the scientific field as a universe of objective relations of communication and competition regulated in terms of argumentation and verification" (Bourdieu, 2008, p. 99, translated by us).

This dissemination of super-specialized information, understood only by the scientific community, acts as a symbolic power, which corresponds to an "[...] almost magical power, which makes it possible to obtain the equivalent of that which is obtained by force (physical or economic) and which is exercised only when it is recognized, that is, ignored as arbitrary [...]" (Bourdieu, 1989, p.14, translated by us).

The main obstacle today is to separate the judgment of scientific competence from the position it occupies in the hierarchy of the scientific field, given that the practices involved in the scientific community are currently aimed at acquiring prestige and recognition. Bourdieu (2004) argues that it is necessary to understand the logical schemes in the organization of the field so that the individual acquires competence within the market based on the nature of the goods consumed.

In analogy to the scientific field, there would be technological capital corresponding to the acquisition of systematized and configured knowledge in the face of information and communication technologies that move the modern world. This technological capital, unrelated to the cultural and scientific field, acts on subjects and influences them based on social habitus, such as technological fluency. Thus, it is understood that

> Technological fluency requires a lifelong learning process in which individuals continually apply what they know to adapt to change and acquire more knowledge to more effectively use information technology in their work and personal lives (National Research Council L, 1999, translated by us).

Another obstacle is the transformation of this highly specialized scientific communication into popular science communication, that is, the dissemination of the knowledge acquired by the scientific community to society. This dissemination takes place mainly through the acquisition of technological fluency by agents, starting from the universities, where scientific knowledge is presented to society in greater detail, both in teaching, research, and outreach.

In the scientific field, a struggle is established for the social capital of science as a new type of capital, in which reputation, prestige, competence, and scientific authority constitute a "value of its

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products", which, according to Bourdieu (2004), only scientists, acting as dominant agents, have the means to appropriate this symbolic power. It is, therefore, necessary to create independent agents who oppose the classification imposed by other agents, and who are therefore influenced by habitus and acquired experiences to conquer their position in the social world.

2.3 Technological Fluency in the Face of the Internationalization Process of Higher Education Institutions

Globalization, as a multifaceted process, has shaped a new world based on an integrated global economy, new technologies, and information sources, in which knowledge is no longer a limited resource but begins to move across networks, systems, and borders.

This has fostered global learning, in which students are expected to acquire skills to explore the flow of knowledge through collaborative and international learning with networking activities and the development of collaborative and plural practices.

This new panorama in which universities began to be inserted became known as internationalization, which refers to a process of organizational changes, professional development of the academic body and administrative team, curricular innovation, academic mobility to seek excellence in teaching, research and other activities that are part of the function of universities (Rudzki, 1998).

There are several political, economic, sociocultural, and academic factors that have been established to favor the process of internationalization of universities. In the political path, there are diplomatic investments between countries as a way to maintain and develop these relations in order to increase the sphere of influence through training programs, scholarships and aid payments, and the construction of institutions.

The economic scenario is characterized by competitiveness, technological development, and specialization of the labor market, which play a positive role concerning the national demand for education and drive financial incentives for institutions and governments.

In the socio-cultural sphere, there is an exchange of knowledge and customs between students from the country of origin and the host country, which promotes the learning and social development of the individual, directly related to the academic sphere, which raises the status of universities from an international dimension for research and teaching.

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The advent of technology favors the creation and insertion of new international policies and guidelines for education, with the aim of shaping the educational scenario for an international labor market, broadening the academic horizon and, consequently, improving the quality of teaching, raising the status and standards of the institution at the international level.

Machado, Santos and Costa (2020), in the article "The Contributions of Digital Technologies to the Internationalization of Higher Education at home and the construction of Global Citizenship", organized a qualitative research through an online questionnaire, intending to understand how internationalization, more specifically internationalization at home, is viewed in the Brazilian context, including the role of digital technologies in this process.

Technologies are seen as essential tools to connect students and teachers to international experiences, such as online courses and collaborations with foreign universities, expanding the educational reach and providing an internationalized education within the local context.

In summary, Machado, Santos and Costa (2020) highlight that internationalization is an opportunity to democratize access to globalized education, promoting the exchange of knowledge and intercultural coexistence through digital technologies without physical travel to other countries. However, the successful implementation of this process depends on adequate teacher training and the adaptation of academic practices to local realities.

Thus, the formation of a globally competitive education sector with a focus on research excellence and institutional rankings is understood, providing new challenges for HEIs around the world (Rudzki, 1998).

Each ranking uses a number of measures to evaluate universities, including international research collaboration, international citations, academic mobility of students and professors, international publications, and others.

According to the Global 2000 list of the Center for World University Rankings, which will be available in 2023, the top 10 universities are located in the northern hemisphere, as shown in Chart 1.

The way in which global rankings are organized favors the rise of nations in the Global North, thus promoting the invisibility of scientific production outside the Euro-American axis. However, some nations with better economies and investments in education have advantages over emerging nations.

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Woitas and Pires (2016, p. 3, translated by us) express that "currently, with the technological ease resulting from globalization that makes internationalization faster, domination is imposed culturally through entertainment, academicism, and also through language," providing such nations with political, economic, social, and cultural representation.

This is reflected not only in physical subjugation but also in ideological subjugation, where economic exploitation leads to a belief in the superiority of the developed nations. Thus, capital is no longer the main form of exploitation but rather symbolic and ideological, and

> control begins to be driven by economic interests in the internationalization of a dominant culture, the idea of superiority also prevails in this context, and exploitation continues as a form of continuation of the colonial project, now through ideological submission based on symbolic power (Woitas; Pires, 2016, p. 4, translated by us).

It is this interest that governs the current process of internationalization, in which the idea of the superiority of a developed nation over an emerging nation prevails.

Chart 1 - World Ranking of the 10 Most Renowned Universities

World *Ranking*	University	Country
1st	Harvard	USA
2nd	MIT	USA
3rd	Stanford	USA
4th	Cambridge	United Kingdom
5th	Oxford	United Kingdom
6th	Princeton	USA
7th	Chicago	USA
8th	Columbia	USA
9th	Pennsylvania	USA
10th	Yale	USA

Source: Center for world university rankings (2023).

3 METHODOLOGICAL BASIS

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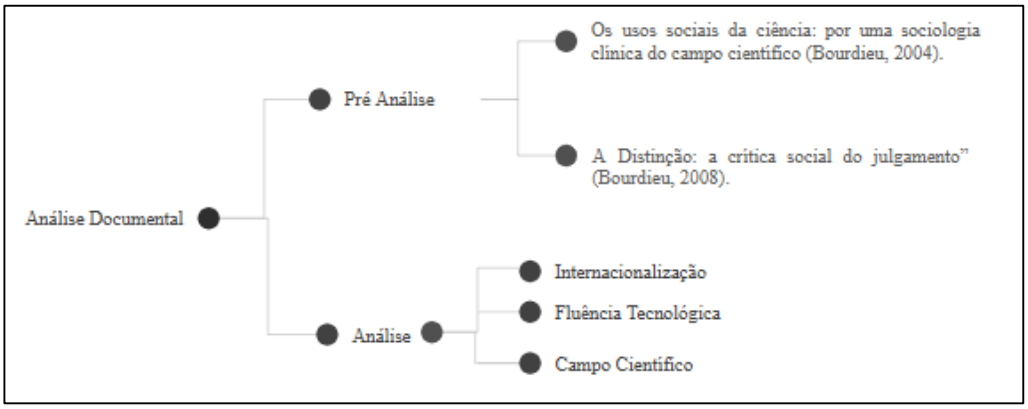
The qualitative research, of the type of document analysis (Cellard, 2008), is more appropriate to understand the phenomenon under study, that is, to understand how subjects operate within the scientific field based on the acquired technological fluency. We present an analysis of the internationalization process based on Bourdieu's field theory.

For this purpose, the texts "The Social Uses of Science: Toward A Clinical Sociology of the Scientific Field" (Bourdieu, 2004) and "Distinction: The Social Critique of Judgment" (Bourdieu, 2008) were analyzed, looking for excerpts related to the internationalization process in the face of technological fluency, based on the assumptions of the scientific field.

The research consists of two main points: Pre-analysis and analytical analysis. Pre-analysis corresponds to the initial organization of the texts, considering the proposed objectives and the research question to be answered, and Analytical Analysis concerns the categorization of the raw results and their analysis, using Bourdieu's theoretical framework to make the data meaningful and valid to answer the research question. Figure 1 provides a representation of the methodological path.

Figure 1 - Methodological approach based on Document Analysis



Source: From the authors (2024).

4 RESULTS AND DISCUSSION: THE SCIENTIFIC FIELD IN THE INTERNATIONALIZATION PROCESS IN THE FACE OF TECHNOLOGICAL FLUENCY

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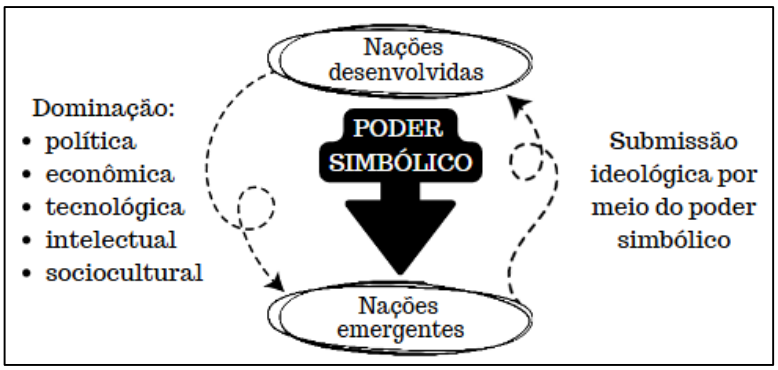
Education is seen as a commodity in the international market since the most sought-after universities in terms of partnerships and academic mobility are those with the best rankings and research, belonging to the Euro-American axis. The main destination countries for students are the United States, the United Kingdom, Australia, and Canada, those that have more access to investment and the technological field so peripheral countries are not very sought after when we analyze academic and research mobility.

This system creates two poles. On the one hand, there is the need to promote excellent knowledge that makes universities increasingly attractive and internationally recognized, so that they can compete with the best universities in other countries, based on the assumption of technological literacy of their agents. On the other hand, there is the objective of promoting large conglomerates of personnel training for the automated and computerized labor market, training professionals with great operational competence and technological fluency.

In this way, the educational field becomes so dependent on an internationalized and technological system that it reinforces hegemonic struggles in a way that is articulated with the economic field and the field of power, influencing the production of social fields that depend on these interactions.

Such interactions are determined by the symbolic power that the better-positioned subjects - referred to as "agents" - exert over subjects considered inferior in relation to their position. In Figure 2, we present a summary of the interdependence between nations in the face of the internationalization process.

Figure 2 - Interdependence between nations in the face of the internationalization process



Source: From the authors (2024).

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It is possible to observe that the colonizing nations, located mainly in the Euro-American axis, have an advantage in the internationalization process, acting as an example. One of the factors leading to this is the speed of scientific and technological progress due to the amount of investment in this area.

An example of this is the availability of more advanced data sources and technological equipment in universities with greater investment and prestige. This leads to new innovative discoveries in the scientific field more quickly than in emerging countries, largely not due to a lack of scientific capital, but rather due to a lack of technological capital.

In this case, "the production of information (such as owning blogs, websites) and artistic expression in cyberspace (such as manifestations of cyberart) would be closer to the habitus of the higher classes in social space (especially those classes with greater cultural capital)" (Rocha, 2011, p. 1736, translated by us).

This domination caused by symbolic power, in search of prestige in the international educational scenario, makes the researchers themselves - agents - feel so immersed in this environment that they do not understand their nullity concerning research. This is especially true for researchers who have just entered the field and are trying to gain strength and recognition in the scientific field.

The hierarchy is so structured and intrinsic to the field that symbolic power itself, considered an invisible power, conditions individuals in their positions, leading them to accept and even agree with what the field determines. Such power relations have been present in our society since the time of colonialism, with physical impositions, and are now being perpetuated with symbolic impositions. In Figure 3, we present a summary of the relationships involved in the scientific field.

Figure 3 - Relationships in the Scientific Field

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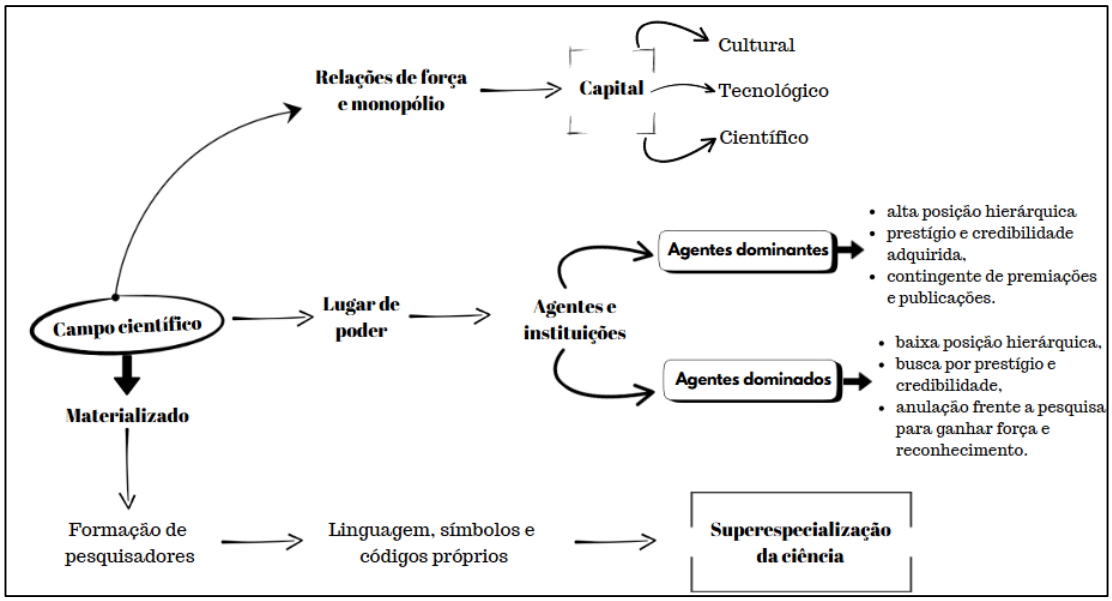

Source: From the authors (2024).

From this, it is observed that,

> Every field, the scientific field for example, is a field of forces and a field of struggles to preserve or transform this field of forces. One can first describe a scientific space or a religious space as a physical world that contains relations of power, relations of domination - the agents - for example, companies in the case of the economic field - create the space, and the space exists (in some way) only through the agents and the objective relations between the agents that are there (Bourdieu, 2004, p. 22-23, translated by us).

Scientists, as social actors, whether cooperating or competing, act before the institutions in which they are embedded and are influenced by the society in which they are embedded, that is, their social field. Thus, it is understood that the autonomy of science is relative and that there are, therefore, two types of essential relationships, those that occur "within" the field and those that occur "outside" the field, intrinsic.

Internal relations are maintained by situations that occur within the field, that is, a position considered high is maintained and passed on to the next generations, and, as we saw earlier, power relations encourage agents not to question these relations. The only way to change this would be through external relations and

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> Recognizing that science has become an instrument of legitimizing power, that the new leaders govern in the name of the appearance of economic-political science acquired at Sciences Po and the business schools, should not lead to a romantic and regressive anti-scientism that always coexists in the dominant ideology with the professed cult of science. Rather, it is a question of creating the conditions for a new scientific and political spirit that is liberating because it is free of censorship (Bourdieu, 2003, p. 24, translated by us).

It is naive to think that science is neutral; its development represents a completely complex process of cultures, values, and variables of a social nature. Such a discourse seeks legitimacy and scientific authority on the international scene, based on cultural, economic, and political hegemony in exchange actions between different countries, through partnerships that take into account the impact factor of publications, citations, awards, titles, grants, and promotions.

Science functions as a system of exchange, similar to the economic scenario, in which scientists fight to maintain their position in the scientific field, just as entrepreneurs do in the economic field, and the goods exchanged in the scientific space are knowledge and recognition. In nations with greater investment in the field, these exchanges are facilitated by technological fluency, considering how universities appropriate technological facilitators to foster partnerships with more prestigious universities.

The greater the recognition, the more investment and prestige are acquired by HEIs, leading to competition among researchers to acquire or maintain it. This is directly linked to the habitus and its guarantee of

> active experience of past experiences, which, deposited in each organism in the form of schemes of perception, thought and action, tend to guarantee, more securely than all formal rules and all implicit norms, the conformity of practices and their constancy over time (Bourdieu, 2008, p. 90, translated by us).

Within the scientific field, those who manage to maintain a successful career are differentiated by the position, prestige, and credibility they have acquired in the field, surrounding themselves with awards and publications, that is, "the agents (individuals or institutions) characterized by the volume of their capital determine the structure of the field in proportion to their weight, which depends on the weight of all the other agents, that is, of the entire space" (Bourdieu, 2004, p. 24, translated by us).

In the scientific field, a struggle is established over the social capital of science as a new type of capital, in which reputation, prestige, competence, and scientific authority constitute a "value of its

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products" that, according to Bourdieu (2004), only scientists, acting as dominant agents, have the means to appropriate. Thus,

> If we consider that in the dynamics of the social field there are dynamics of classification and declassification of legitimate cultural practices (from the most legitimate domains - music, painting, literature - to the least legitimate - clothing, food, free culture), the practices of using digital technologies would also favor the maintenance of the interests of certain groups (especially in the economic field) (Rocha, 2011, p. 1734, translated by us).

Bourdieu points out that "intellectual conflicts are always in some way also power conflicts" (Bourdieu, 2004, p. 41, translated by us), that is, in situations where we observe patent disputes, for example, it is not only knowledge that is at stake, but also social position and status, both individual and collective.

Such relations are therefore conditioned by capital, in this case scientific capital, which is defined as

> (...) a certain type of symbolic capital (which, as we know, is always based on acts of knowledge and recognition), which consists of the recognition (or credit) given by the group of peers-competitors within the scientific field (the number of mentions in the citation index is a good indicator, which can be improved, as I did in my research on the French university field, by taking into account signs of recognition and consecration, such as the Nobel prizes or, at the national level, the CNRS medals and also translations into foreign languages) (Bourdieu, 2004, p. 26, translated by us).

It is very clear that even though scientific capital is considered a form of knowledge, it still functions as a form of exchange within the field and is conditioned by economic and power relations. Such capital is directly linked to technological fluency through "technical capacity and social power; or even the monopoly of scientific competence [...] the ability to speak and act legitimately (i.e., in an authorized and authoritative way) that is socially granted to a particular agent" (Bourdieu, 2008, p. 131-132, translated by us).

As mentioned by Bourdieu (2008), this capital is subject to the number of translations, publications, mentions, and medals, among other recognition factors, which are directly related to how the internationalization process is currently expanding, in which the higher education institutions with the greatest prestige are those with excellence in rankings and publications.

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The current internationalization process is conditioned by these relationships, in which the most prestigious universities and the most sought-after partnerships are those belonging to the most developed nations, which have better investments and technologies in the field of education.

It is therefore necessary to respect the social, historical, cultural, economic, and local contexts in which the university is located to achieve a more inclusive education and equal opportunities. This can be done by establishing intercultural dialogue, which corresponds to the process of exchanging ideas between individuals of different cultures and ethnicities, based on mutual understanding and respect, combined with digital communication technologies, with online meetings between students from other universities around the world.

In addition, other instances of internationalization can be better explored based on technological fluency to reduce the academic gap in the scientific field, such as academic mobility with meetings via Skype, Google Meet, and online congresses, student mobility with summer school and online volunteers, international collaboration with peer-to-peer research and funding, distance learning, internationalization of curriculum and internationalization at home with the help of international software and systems, language program with distance education subjects and international teachers, among others.

5 FINAL CONSIDERATIONS

Science has become so highly specialized through technological innovation that it has distanced itself from society and formed its own microcosm, the scientific field. Within this field, there are several power relations that create an intricate hierarchy in which those who hold high positions remain until an external fact exerts pressure on the field, linked to the habitus of the subjects.

Such interactions are conditioned by symbolic power, an invisible power that is reproduced in the previously physical power relations of the colonial era. In science, these relations are characterized by research excellence and international institutional rankings, in which higher education institutions belonging to more developed nations have advantages over underdeveloped nations.

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This process is characterized by internationalization and a race for informational knowledge and prestige linked to technological capital, which increasingly reinforces power relations. To change this situation, it is necessary not only to promote institutional changes, starting from the agents' understanding of their position and the power exercised over them, subverting the predetermined habitus, but also to consider the acquisition of technological capital, based on technological fluency, favoring their rise in the globalized labor market.

In general, the aim is to promote active and quality intercultural education to combat the symbolic power generated by emerging nations. To this end, technological fluency must be the basis for integrating students into the international labor market, with collaborative teaching practices and student support services. These values must be linked to cultural exchange, not only of people, but also of programs, providers, policies, and projects that can be conducted online, remotely, or in person.

It is necessary to form a bridge between countries that are part of internationalization, with constant evaluation to improve the quality of the process, the greater impact of initiatives, and implementation of strategies to develop more incentives, recognition, and rewards for HEIs, employees, and students, fairly, based on their level of participation.

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