

IBERO-AMERICAN THINKING: THE PATHWAY TO INTERNATIONALIZATION

O PENSAMENTO IBERO-AMERICANO: CAMINHO PARA A INTERNACIONALIZAÇÃO

PENSAMIENTO IBEROAMERICANO: CAMINO HACIA LA INTERNACIONALIZACIÓN

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ABSTRACT: The analysis here presented seeks to bring forth the recent trajectory of a group of researchers who have dedicated themselves to the systematic study of Ibero-American Education. Although hundreds of research papers are being written on the same theme, the research group Cervantes was born, in 2006, due to the cooperation agreement between the Sao Paulo State University and the University of Alcalá de Henares, in order to offer a knowledge exchange between the two institutions. The impacts of new technologies and the growth of the group caused an intense change in the dynamics of the participants' performance and in the way, researchers started to produce and disseminate the scientific contributions elaborated. As of 2012, the internationalization actions were strengthened: other Latin American universities joined the group and there was a profound restructuring of the Ibero-American Journal of Education Studies. In 2014, all intellectual production was made available in digital format.

KEYWORDS: Education. Ibero-America. Internationalization. Scientific divulgation.

RESUMO: *A análise que aqui se apresenta busca recuperar a trajetória recente de um grupo de pesquisadores que têm se dedicado ao estudo sistemático da Educação ibero-americana. Embora centenas de pesquisas venham sendo desenvolvidas sobre a mesma temática, o grupo de pesquisa Cervantes nasceu, em 2006, pelo acordo de cooperação entre a Universidade Estadual Paulista e a Universidade de Alcalá de Henares, com o intuito de oferecer troca de conhecimento entre as duas instituições. Os impactos das novas tecnologias e o crescimento do grupo provocaram intensa modificação na dinâmica de atuação dos participantes e na forma como os investigadores passaram a produzir e divulgar as contribuições científicas elaboradas. A partir de 2012, as ações de internacionalização se fortaleceram: outras universidades latino-americanas se articularam ao grupo; há uma profunda reestruturação da Revista Ibero-Americana de Estudos de Educação. Em 2014, toda a produção intelectual produzida passa a ser difundida em formato digital.*

PALAVRAS-CHAVE: *Educação. Ibero-América. Internacionalização. Divulgação científica.*

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RESUMEN: *El análisis que aquí se presenta pretende recuperar la trayectoria reciente de un grupo de investigadores que se han dedicado al estudio sistemático de la Educación iberoamericana. Aunque se han desarrollado centenares de investigaciones sobre el mismo tema, el grupo de investigación Cervantes nació en 2006 por el acuerdo de cooperación entre la Universidad Estadual Paulista y la Universidad de Alcalá de Henares, con el fin de ofrecer un intercambio de conocimientos entre ambas instituciones. Los impactos de las nuevas tecnologías y el crecimiento del grupo provocaron una intensa modificación en la dinámica de las acciones de los participantes y en la forma por la que los investigadores comenzaron a producir y divulgar las contribuciones científicas elaboradas. A partir de 2012, las acciones de internacionalización se han fortalecido: otras universidades latinoamericanas se han unido al grupo; hay una profunda reestructuración de la Revista Iberoamericana de Estudios en Educación. En 2014, se empezó a difundir en formato digital toda la producción intelectual producida.*

PALABRAS CLAVE: *Educación. Iberoamérica. Internacionalización. Divulgación científica.*

Introduction

One of the criteria that have been required of Brazilian graduate programs is internationalization: research groups that break national borders to find partners who dialogue on relevant topics, that have practical rebates in science that is practiced internally. In one of these efforts, the São Paulo State University "Júlio de Mesquita Filho" (UNESP) – through the Faculty of Sciences and Letters, Campus de Araraquara (FCLAr) – established, in 2006, a cooperation agreement with the University of Alcalá de Henares (UAH), Spain, with the purpose of exchanging academic, scientific and technical experiences in Education, enabling exchanges; joint research and dissemination projects; and holding events.

Many concepts developed around the theme of internationalization³ and several were the movements of Brazilian research groups to list their partners: in the case of Education, FCLAr researchers considered it opportune to approach south-south, that is, with Portuguese and Spanish-speaking countries. It is worth remembering that the Financing Agencies and even UNESP, on the contrary path, began to encourage, increasingly, the North-South agreements, that is, those that have established themselves, mainly, with universities well positioned in the international ranks, it is worth saying, preferably, with English-speaking countries.

Given the option made, there was a partnership with UAH, a university with internationally recognized academic density and which had been expanding its participation in graduate courses in several Latin American countries. The cooperation agreement – signed in

³ Some aspects of internationalization are addressed by Bizelli and Santos-Cruz: the environments in which it takes place (BIZELLI; SAINTS CRUZ, 2016); direct impacts on graduate studies (BIZELLI, 2017); and its meters used to value intellectual production (BIZELLI; SAINTS CRUZ, 2019).

2006 by the two universities⁴ – provided for the maintenance of periodic meetings – scheduled to take place annually with alternating meeting between the two institutions –; the exchange of researchers - mainly for postdoctoral programs -; and the systematic production and dissemination of ideas, concepts and research on school education that has been done in Ibero-America.

The Ibero-American Meetings of Education (EIDEs) began to take place from 2006, following the originally designed model, but in 2012, it was the Metropolitan University of Education Sciences, in the city of Santiago de Chile, that hosted the event, supported by the Creando Futuro Foundation. Although in the odd years the EIDEs continued to occur in Brazil, in the other years new associations were added in other countries: Colombia, Mexico and Peru (SEBASTIÁN HEREDERO; BIZELLI; MARTIN BRIS, 2018).

However, it was in the vehicles of dissemination of knowledge generated by the group that the changes became stronger. To accompany the transformations of the global publishing market, the Anais of EIDE; published works; and the Ibero-American Journal of Studies in Education (RIAEE) underwent a complete reconfiguration, increasing the chances of creating an internationalized field of discussion beyond the researchers directly involved with educational issues and their respective national territories, as will be possible in this article.

Internationalized meetings, products and surroundings

The needs born from the requirements of organizations such as CAPES⁵ have led to a model of evaluation of the production of those teachers and students who dedicate themselves to graduate studies in recent decades. In a way, the control agencies, focusing on internationalization, valued a set of indicators, parameters or activities: participation in events – national and international – and joint publication – guiding and guiding – in globally qualified vehicles.

According to Barradas Barata (2016), after an incipient evaluation phase, CAPES established, in 1990, a system of grades – from 1 to 5 – to classify graduate programs, and in 1998, it introduced the evaluation form. In the same period, there is a concern to measure the quality of the production of teachers through the attribution of grades to scientific journals. Thus, it was possible to distinguish the articles of teachers through the importance of the

⁴ This agreement has as execution units the FCLAr, representing UNESP, and the Department of Educational Sciences, representing the UAH.

⁵ The Brazilian graduate evaluation system began in 1951, when the Coordination for the Improvement of Higher Education Personnel (Capes) was created, a foundation of the Ministry of Education (MEC).

journals in which they published. With regard to books, the value was given by the status of the publisher. The initial extracts that classified the journals were reformulated in 2008 – now containing a 7-level scale – and in 2018 – to contain 8 levels. It is also important to highlight that the latest reformulations in capes' evaluation form decreased the weight of the teacher evaluation – analyzed by publications – from 40% (evaluation 2013-2016) to 12.5% (current evaluation, 2017-2020).

In any case, the current race is to guide the entire movement of value of scientific journals by indicators such as Impact Factor, whose parameter is the citation index – how often a text is cited in certain databases, usually *Scopus* and *Web of Science* – that reach the articles of a given vehicle.

Unveiling the interests that are hidden in all these metrics that have been used, it is possible to perceive two movements: a strong private interest to maintain control of international scientific production⁶ and the advancement of information and communication technologies to measure within the data produced by science. The first movement can be verified empirically when it is found that the private market of indexers is dominated by two private companies: *Elsevier* – which produces the *SciVerse Scopus* indicator, or simply *Scopus* – and *Clarivate Analytics* – which produces the *Web of Science* indicator.

The second movement is characterized by the modern historical construction of Big Data that houses the world's scientific production and the improvement of digital information mining instruments that allow the quantitative extract of this data universe. The more electronic storage media were developing and increasing their quantitative capacity, the more they made room for the circulation and sharing of knowledge. At the time when mining tools began to organize and provide reports by subject, by keywords, by authors and by broadcast vehicles, academics lost control over their own production and began to dialogue without any kind of barrier, not even linguistics.

What happens with international meetings and congresses follows the same logic, since the result of this international mobility is likely to be realized in the reports and depositories that keep the memory of the event. Once again, the material systematized and transformed into text files can circulate within the bases of Big Data, through minutes or annals of activities carried out in several countries, but also through books circulating in the global scientific

⁶ The domain of the companies mentioned and the productivism academic stemming from the dispute to achieve a higher Impact Factor among researchers and scientific vehicles received many criticisms in Brazil (SGUISSARDI; SILVA JÚNIOR, 2009; BiaNCHETTI; VALLE, ISIS, PEREIRA, 2015; KUHLMANN JR, 2015), and even in international bodies as among the signatories of the *San Francisco Declaration on Research Assessment* (DORA). Available in: <http://www.ascb.org/dora/>. Access in: 10 Sep. 2020.

community. Thus, it is possible to think, for example, of the formation of an Ibero-American school of thought about Education, that is, of a group of international researchers who are dedicated to studying school education in Ibero-American territory.

The RIAEE: new bibliographic levels

In a simplified way, the RIAEE went through four phases that could be defined as: initial; improvement; academic consolidation; and scientific recognition. The first phase ranges from the date of creation of the journal (2006) to 2008, when the vehicle had semiannual regularity and brought, fundamentally, contributions from authors linked to UNESP and UAH. Between 2009 and 2011, it has three editions per year and begins to open to new authors.

In 2012, the journal's transition to a new model begins: the editions are quarterly; the authors are diversified according to their academic origin; its classification in CAPES became B1. Between 2015 and the present day, the RIAEE gains special editions; positively increases its indexers; avoids the endogeneity of authors; diversifies its National and International Editorial Board, with respected intellectuals and academics in several countries; and receives the concept A2, in Education, in CAPES (four-year 2013-2016, maintained in 2019). The table below shows numerical changes, which have occurred since 2014.

Table 01 – Item data published by THE RIAEE: 2014-2020

Year	Number of Editions	Number of Articles	Number of pages
2014	4 regulars	79	1034
2015	4 regulars and 2 specials	105	1686
2016	4 regulars and 4 specials	169	2593
2017	4 regulars and 2 specials	149	2291
2018	4 regulars and 3 specials	128	2099
2019	4 regulars and 4 specials	144	2103
2020*	4 regulars and 3 specials*	124*	2145*
Total	46 editions	898	13951

*Data for October 2020

Source: Prepared by the authors

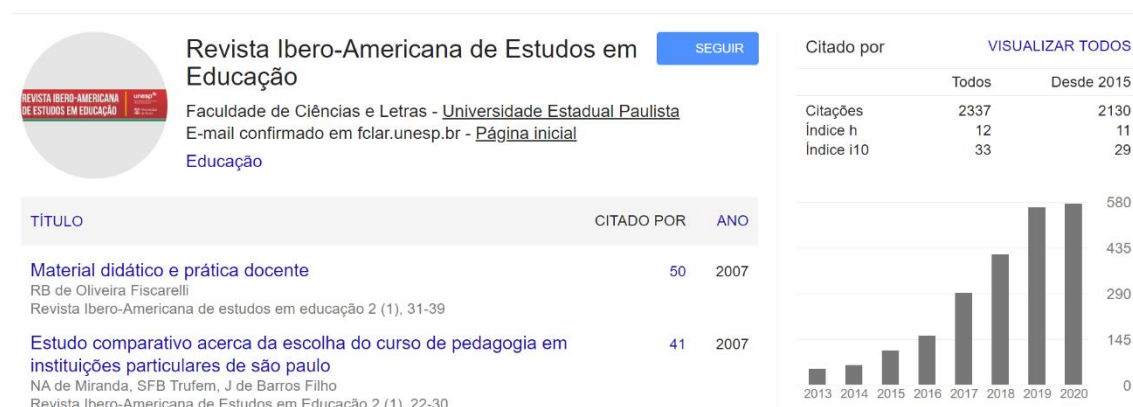
The RIAEE is published on the BASIS SEER (Electronic Journal Publishing System), maintains its editions in XML format and publishes them *by the Directory of Open Access*

*Journals*⁷ (DOAJ). Similarly, the journal is Available in other national databases – such as Diadorim, CAPES Journal Portal, Edubase, BBE, Sumários.org, Cnen/Livre Portal de Periódicos – and international – such as Web of Science; Host Ebsco; Redalyc; Latindex; Clase; Iresie; ErihPlus; Dialnet; Google Scholar; Redib; Miar/Universidad de Barcelona; among others.

Recovering the discussion about the capacity that scientific vehicles need to move in big data, it is possible to perceive, in Image 01 presented below, that the impact of the RIAEE in the last 8 years is increasing, both in the number of citations and *in the indicators of the h index or even in h 10*.

It is then apparent in 2016 that the RIAEE received 158 citations; in 2017, 290; in 2018, 415; 2019, 562; and in 2020, until October, 575 citations. The *h* indexes relate to the *h* number of articles that were cited *h* times, in a given period. Example: *h 10* are the 10 articles that were cited 10 times in a given period, in the case of the RIAEE in recent years, from 2005 to now, *the h 10 index is 29*.

Image 1 – RIAEE bibliometric data in *Google Scholar*



Source: Google Scholar

The RIAEE becomes, therefore, one of the main spaces of critical discussion of the group that was structured around UNESP, UAH and other researchers from Brazil, Spain and other Ibero-American countries. Thus, the quality of the exchanges – face-to-face or digital – that configured the EIDEs and the works produced by Ibero-American School Education researchers are modified.

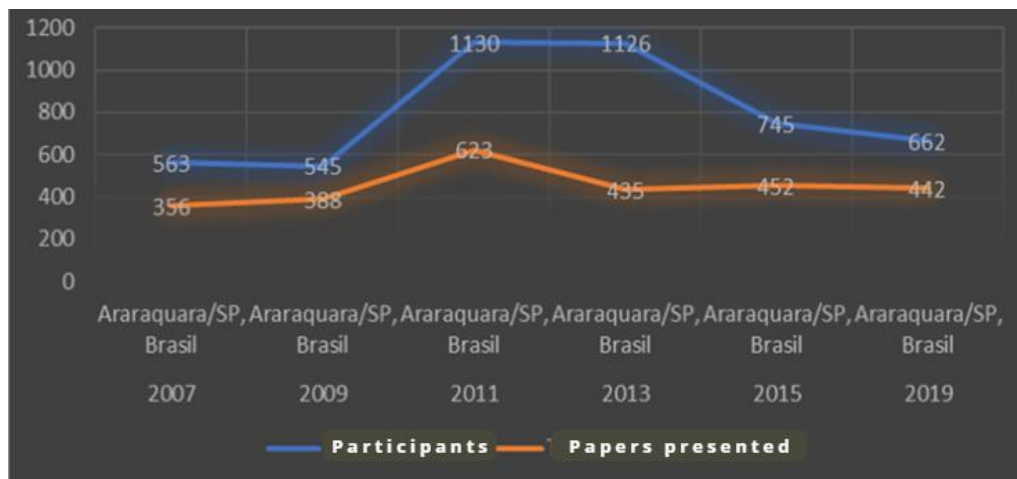
⁷ The international DOAJ database was established in 2003 by the University of Lund, Sweden, and houses open-access academic and scientific journals, which have peer review. Expanding the impact of journals is its mission, increasing visibility and facilitating the use of academic journals.

EIDEs and the digital circulation of their products

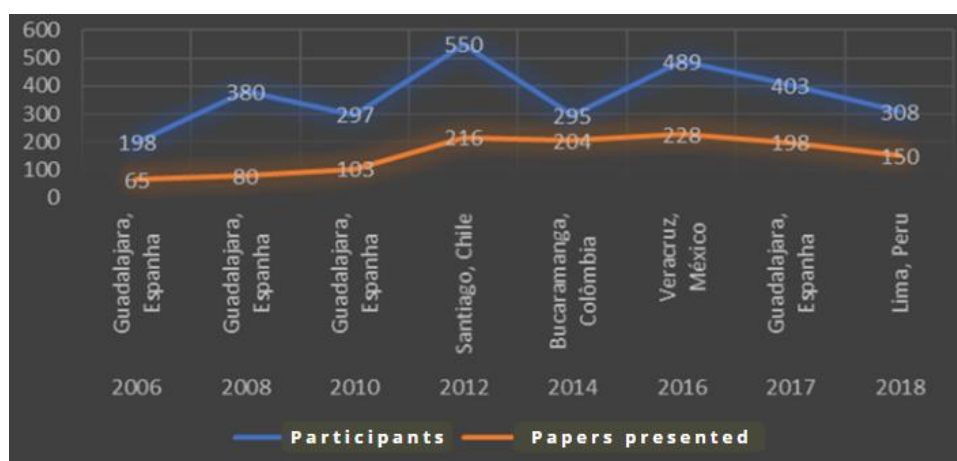
It is important to note that the EIDEs brought together, in all their versions, a set of public and significant academic papers. However, it is pointed out that there is a deep quantitative misstep between the events that take place in Brazil and those that take place in other countries. The culture of participation in events outside the national territory is very different: the events are more focused on specific themes; registrations and expenses are relatively higher and do not have funding from Development Agencies; there is no institutional incentive for student participation, transforming presentation sessions into spaces of deepening among specialists.

Images 02 and 03 compare participation in the event inside and outside Brazil, indicating the number of papers registered in each EIDE. Thus, it is possible to perceive the traits indicated above.

Image 2 – Participants and papers presented in EIDEs that took place in Brazil



Source: Prepared by the authors

Image 3 – Participants and papers presented in EIDEs that took place abroad

Source: Prepared by the authors

As expressed earlier, this article focuses on the changes of vehicles to broadcast the results of EIDEs and the publications prepared by the group. Thus, on the one hand, from 2014, the Memories – or Minutes, or Anais – of The EIDE began to be worked through an editorial project, with DOI – in addition to the traditional ISBN – and widely disseminated in digital media⁸, as can be seen in the works coordinated by Martínez, Osorio and Acosta (2015); Bizelli, Muzzeti and Souza Lemes (2016); Bizelli, Heredero, Vargas and Santos Cruz (2019).

On the other hand, all EIDEs were preceded by digital dissemination material, reporting research results or intellectual debates in different countries on the topics related to School Education in Ibero-America. Again here, physical books were being replaced by electronics, as in the examples: Bizelli and Souza (2014⁽¹⁾, 2014⁽²⁾); Jabonero, Martín Bris, Arias and Bizelli (2015); Bizelli, Heredero and Ribeiro (2015); Martín Bris, Miranda-Álvarez, Sebastián-Heredero and Edel Navarro (2016⁽¹⁾, 2016⁽²⁾, 2016⁽³⁾); Martín-Bris and Sebastián-Heredero (2017); Acevedo Tovar (2018); Bizelli and Muzzeti (2019⁽¹⁾, 2019⁽²⁾, 2020).

There are twelve digital books in six years, published by publishers with renowned stamps, both in Brazil – such as the Academic Culture label of the UNESP Publisher – as in Spain – such as the publishers of UAH and Santillana – and in Latin America – such as the publishers of the Universities of Veracruz (Mexico) and Nacional Mayor de San Marcos (Peru). Thus, a group of authors who drive debates on Ibero-American school education – around thirty to forty intellectuals who work more closely – and a group of more than 100 researchers who gravitate around this nucleus are consolidated.

⁸ In 2016, the papers presented in Veracruz, Mexico, form articulated in five books organized by Miranda-Alvarez and Edel-Navarro (2016⁽¹⁾, 2016⁽²⁾, 2016⁽³⁾, 2016⁽⁴⁾, 2016⁽⁵⁾).

Final considerations

As shown in this article, the internationalization efforts promoted by Brazilian universities have produced strategic alliances with international research groups. Although there has been a strong incentive for north-south articulations – especially with English-speaking countries that occupy high positions in academic ranks – the Cervantes Group articulated its actions, starting in 2006, focusing on the school education that has been done in Ibero-America. Initially formed with researchers from UNESP and UAH in 2012, the group moves its annual meetings to other Latin American countries.

The center of the analysis carried out concerns the transformation that is being carried out, after 2014, in the means used by the group to disseminate its contributions. A first path is made through the created journal (RIAEE), which begins to adopt indexing and communication standards with digital Big Data – through its *XML language version*. A second path impacts the works produced: both those that prepare the EIDEs annually, as well as those that present their results.

The data that are clearer, therefore, are those related to the performance obtained by the RIAEE, in which it is possible to verify quantitative growth – number of *citations in google scholar* – and qualitative growth – variety of national and international articles, indexing on important bases, low endogeneity among authors who participate in the group. However, it should also be noted that, in the last five years, on average, two digital books were produced per year, which demonstrates that the researchers linked to the group constitute a reference in the proposed theme.

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How to refer to this article

VARGAS, T. C.; CUNHA, M. D. Ibero-American thinking: The pathway to internationalization. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 15, n. esp. 4, p. 2543-2555, Dec. 2020. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v15iesp4.14503>

Submitted: 10/09/2019

Revisions required: 10/01/2020

Approved: 30/04/2020

Published: 01/12/2020