

# A Panoramic View on International Higher Education Studies from a Global Perspective

Gülşah Taşçı<sup>a\*</sup> & Aras Bozkurt<sup>b</sup>

a Assoc. Prof. Dr., İstanbul 29 Mayıs University, <https://orcid.org/0000-0003-0701-2824>

b Assoc. Prof. Dr., Eskişehir Anadolu University, <https://orcid.org/0000-0002-4520-642X>

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## Abstract

With globalization, international education has become much more accessible to more people around the world. International higher education (IHE) has been among the most studied topics in higher education in recent years. In this context, the present study aims to investigate the studies conducted on IHE through a systematic literature review by analyzing studies published between 1965 and 2021 and employs social network analysis (SNA) and text-mining techniques. All these findings show that global, national, and institutional strategies are effective in the increase of interest in international education and especially in the increase of research. In this connection, this study provides an overview of trends; academic production in IHE has been researched with the data mining and analytics approaches, bibliometric method and the analysis of social networks. Thus, a better understanding and interpretation of the leading themes in the literature of internationalization in higher education is possible to achieve a better understanding of the field of intellectual scientific knowledge in the literature on globalization and IHE.

**Keywords:** International higher education, global higher education, internationalization, globalization, bibliometric analysis.

## Küresel Perspektiften Uluslararası Yükseköğretim Çalışmalarına Panoramik Bir Bakış

### Öz

Küreselleşme ile uluslararası eğitim dünya çapında daha fazla insan için çok daha erişilebilir hale gelmiştir. Bu perspektifte uluslararası yükseköğretim, son yıllarda yükseköğretimde en çok çalışılan konular arasında yer almaktadır. Bu bağlamda, 1965-2021 yılları arasında yayınlanan çalışmaları analiz ederek sistematik bir literatür taraması yoluyla uluslararası yükseköğretim ile ilgili yapılan çalışmaları incelemeyi amaçlayan bu çalışma, sosyal ağ analizi ve metin madenciliği tekniklerini kullanmaktadır. Tüm bu bulgular, uluslararası eğitime ilginin artmasında ve özellikle araştırmaların artmasında küresel, ulusal ve kurumsal stratejilerin etkili olduğunu göstermektedir. Uluslararası araştırma fonları, yayınlar ve alıntılardaki büyüme, küresel araştırma ekiplerinin güçlendirilmesini gerektirir. Bu bağlamda, bu çalışmada trendlere genel bir bakış sunulmuştur; uluslararası yükseköğretimde akademik üretim bibliyometrik yöntemle ve sosyal ağların analizi ile araştırılmıştır. Böylece, yükseköğretimde uluslararasılaşma literatüründe öne çıkan temaların daha iyi anlaşılması ve yorumlanması, küreselleşme ve uluslararası yükseköğretim ile ilgili literatüre ilişkin entelektüel bilimsel bilgi alanı hakkında daha iyi bir anlayışa ulaşmak mümkün olacaktır.

**Anahtar kelimeler:** Uluslararası yükseköğretim, küresel yükseköğretim, uluslararasılaşma, küreselleşme, bibliyometrik analiz.

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## INTRODUCTION

More recently, with globalization, international education has become much more accessible to more people around the world. International Higher Education (IHE) has been among the most studied topics in higher education and research on IHE has increased (Thondhlana et al., 2021) and has become a priority in recent years, more specifically in the new millennium. According to many researchers, international education and especially internationalization is a response to globalization (Altbach et al., 2010; de Wit, 2011). In this context, Altbach and Knight (2007) underline the following:

Globalization and internationalization are related but not the same thing. Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies and practices undertaken by academic systems and institutions – and even individuals – to cope with the global academic environment. (p. 290)

Indeed, globalization has led to increased marketing and, in particular, the commercialization of education. Many researchers have criticized the fact of education becoming a commodity (Knight, 2008; Welch, 2012). One of the discourses that has emerged with globalization is that of a knowledge-based economy (Powell & Snellman, 2004), which has been embedded in the discourses of global players. In this context, the discourse of a knowledge-based economy, which has an obvious effect on IHE, leads to a restructuring of the higher education system. Additionally, with the discourse of a knowledge-based economy, international education opportunities have drawn masses to developed countries. This intellectual ability of academic migrant has been commoditized and has even led to a brain drain in certain countries. In addition, Welch (2012) emphasizes the idea of global cultural capitalism. As can be seen, global cultural capitalism also makes internationalization, which is increasingly driven by the forces of global capital, a forceful argument.

Furthermore, there has been an increase in the scope, volume, and complexity of internationalization activities in higher education institutions since 1990 (Altbach & Knight, 2007), and IHE has become a significant policy and research topic. Recently, research on the patterns of IHE and the dynamics that determine these patterns have been dominated by Western-centric studies, discourses, and approaches (Kondakci et al., 2018; Lipura & Collins, 2020) and by academic capitalism (Kim, 2016). IHE has also been established as a global phenomenon, especially in English-speaking countries (Ball, 2012; Phan, 2018). However, only a limited number of studies investigated IHE through a systematic review approach (Barnett et al., 2016; Gümüş et al., 2020; Kondakci et al., 2018; Kwiek, 2015).

Overall, almost none of these studies provided a comprehensive view or presented a holistic perspective of studies on IHE. Globalization requires a more holistic institutional approach to internationalization, and higher education institutions around the world increasingly recognize the need for internationalization (Hudzik & McCarthy, 2012). It is important to keep in mind that researchers publish more than 200 new studies focused on the terms of globalization or internationalization each year (Tight, 2021). Therefore, the present study aims to fill the gap in the literature through a systematic review of previous studies on globalization and IHE. In this context, the present study aims to analyze studies published between 1965 and 2021.

### Research Model

When the historical background of universities is examined, it can be seen that they have had an international mission and character since the first university was founded (Maringe, 2012). Particularly, after the Cold War came to an end, the effects of globalization led to a merger between what is global, local, and institutional or national and international. Globalization is a process aiming to improve global connections; therefore, globalization has served as a catalyst for the internationalization of higher education. These connections do not only include the whole system, but they also include all the elements in the system and they are not limited to regional and national interactions but also include global interactions (Heywood, 2013). Thus, IHE and internationalization complement each other, and globalization strengthens the implementation of strategic partnerships (de Wit, 2011). In this context, it can be argued that IHE continues to shape existing higher education institutions worldwide, encourages global connections, and strengthens academic leadership.

Technology is an increasingly important element of globalization (Dahlman, 2007). Due to globalization, the spread of knowledge is accelerated through information and communication technologies (ICT), leading to the emergence of the issue of restructuring the higher education system based on the new development of practices for institutional internalization (van der Wende, 2007) and the mobility of students internationally (Courtois, 2020) on national, regional, and local scales. The educational policies of the Organisation for Economic Co-operation

and Development (OECD) have affected higher education (Altbach & Knight, 2007) and international student mobility (Courtois, 2020) on national, regional, and local scales.

The significance of international education increased in the late 1980s (Brandenburg & de Wit, 2011), and IHE proliferated after the Bologna Declaration was signed in 1999 (de Wit, 2011). During the first quarter of the 2000s, internationalization has become an important element of change in higher education in developed and developing countries (de Wit, 2020). In this connection, it was observed that especially English-speaking countries have become dominant in internationalization in higher education (Porfortorio, 2012).

In parallel with these developments, the increasing interest in IHE has led to an interest among researchers and both theoretical and empirical studies have been conducted. The fact that internationalization in higher education includes multidimensional components has led to the development of subfields in internationalization in higher education. Some of the existing research has focused on theoretical justifications, policies, and strategies; student mobility; internationalization at home; curriculum; and international student decisions on mobility, motivations, and experiences (Bolsmann & Miller, 2008; Knight, 2013; Leask, 2015; Li & Bray, 2007). Other studies have focused on the ethical aspect of internationalization in higher education (de Wit, 2020), Foucauldian discourse analysis (Deuel, 2021), international collaboration (Kwiek, 2015), inequalities of opportunity (Glass et al., 2019; Taşçı, 2021), and radicalization and spaces of exclusion in IHE (Jiang, 2021).

As detailed above, IHE has been the main focus of internationalization (de Wit, 2020). Thus, it is considered important to systematically investigate the studies on IHE, both to understand the research trends and to present a general review of the past studies for future studies. IHE continues to shape existing higher education institutions worldwide and encourages global connections and strengthens academic leadership. While there have been earlier systematic reviews or bibliometric studies, their scope was limited and, thus, this study intends to provide a broader, more focused and in-depth analysis of the publications on IHE. In this regard, the main purpose of the current study is to reveal and identify the research trends and patterns on IHE by benefiting from data-mining and analytic approaches.

This study intends to provide a broader, more focused, and in-depth analysis of the publication on IHE with a systematic review approach (1965-2021) utilizing social network analysis (SNA) and text-mining approaches. In this regard, this study seeks answers for the following research questions:

1. What are the bibliometric publication trends?
2. What are the thematic patterns in the titles, abstracts, and keywords of the sampled publications?
3. What are the patterns in citation networks of the publications included in the research corpus?

## METHOD

Considering the sheer volume of the publications included in the research corpus, this study adopted data-mining and analytic approaches (Fayyad et al., 2002). In this regard, to visualize and identify research trends and patterns, the study used descriptive statistics (Field, 2013), SNA (Hansen et al., 2010), and text mining (Aggarwal & Zhai, 2012). By using multiple approaches, the researchers could triangulate the data analyzed and therefore increase the validity and reliability of the study (Thurmond, 2001).

### Sample and Inclusion Criteria

Correspondingly, the following search terms (“global” OR “international” AND “higher education”) were used to conduct a search in the Scopus database and as a result, a total of 2,276 publications were found. Publications in other languages and in different genres (editorials, books, book chapters, proceedings, etc.) were excluded and thus the final corpus to be used for research was determined to be consisted of 1,456 publications. The sampling process followed on the basis of the PRISMA guidelines is outlined as follows:

#### PRISMA

##### ● Identification

- Scopus: (TITLE (“global\*” OR “international\*”) AND TITLE (“higher education\*”))
- 2,276 document results

##### ● Screening

- Limited to articles (editorials, books, book chapters, proceedings, etc.; excluded:  $n = 796$ )
- Limited to scholarly journals (magazine, trade journals, etc.: excluded:  $n = 24$ )

- Included

- A total of 1,456 documents included in the final research corpus.

**Data Analysis Procedures**

In descriptive analysis, in the identification of the time trend, subject areas, and countrywide distribution, frequencies and percentages were employed. In text mining, lexical analysis was used in the analysis of the large corpus of textual data.

In order to gain a better understanding of the data, only the titles of the publications were subjected to the analysis in the first round. This analysis produced visual analytic outputs based on relative frequencies such as scatter plot. In the second round, textual data were modified in the form of sentences so that titles and abstracts could be analyzed according to their lexical relationships. Through this analysis, it became possible to construct a concept map to help researchers to come up with research themes in studies focused on IHE. In the third and final round, SNA was used to analyze the keywords defined by the authors. Each keyword was defined as a node and their co-occurrences were used to determine the relationships between them. At this stage, in the identification of the keywords having the capacity to bridge other keywords and accordingly having strategic positions in the network, betweenness centrality (BC) and degree centrality (DC) metrics were used. For the purpose of benchmarking, it is reported that in the analysis of the crawled data, Leximancer for text-mining analysis and NodeXL and Gephi for SNA are used.

**Strengths and Limitations of the Study**

The strength of this study offers the employment of an objective perspective. Through the analytical approach used, it is a factor increasing the reliability and validity of the research both in terms of methodology and content. In addition, the number of comprehensive, analytical, and systematic studies on IHE is very small and it is thought that the current study can yield insights that can be useful for further research. The current study has some strengths, but it has also some limitations. First, Scopus, which is the most scanned database in the world, was preferred, but it is a limitation that other databases were not included in the study. The second limitation is that the research only focused on publications written in English.

**FINDINGS & DISCUSSION**

This section reports the bibliometric trends for time, subject area, and territorial distribution. These analyses are followed by SNA and a concept map.

**1. Patterns: Descriptive Statistics**

In the present study, the distribution of global and IHE literature was analyzed based on publication date. As seen in Figure 1, the data collected from the Scopus database demonstrates that the first study on IHE in our research corpus was Brickman’s “Selected Bibliography of the History of International Relations in Higher Education,” which was published in 1965.

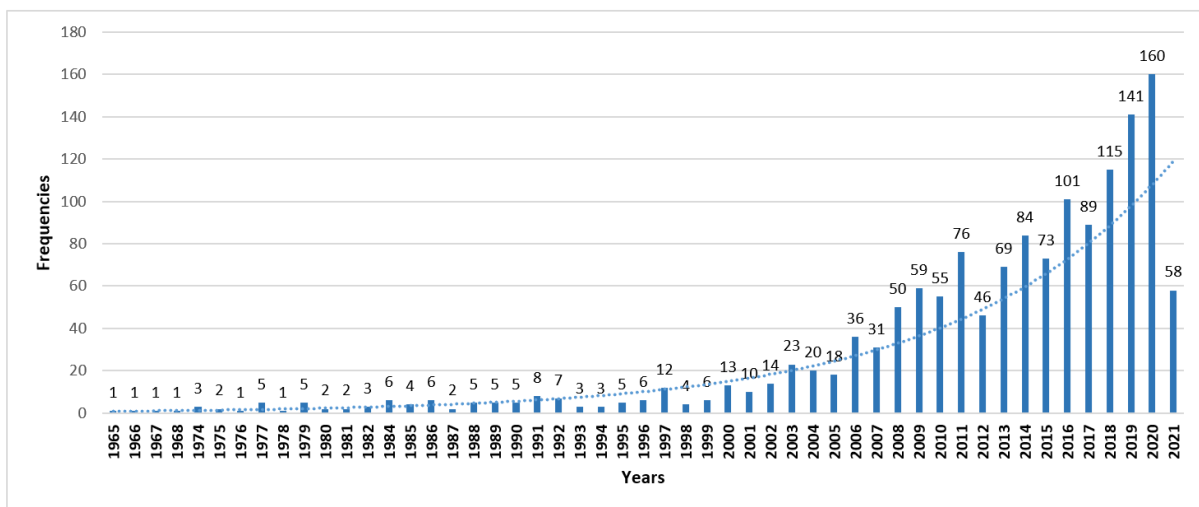


Figure 1. Time Trend

After 1999, many factors have affected the increase of publications on international education, such as massification, the global knowledge economy, reputation, rankings, and political climate (de Wit & Altbach,

2021). Especially since the early years of the 2000s, a steady increase has been observed in the number of studies. When the reasons for the increase in the number of the publications in this field after 1999 are examined, the Bologna Process is seen to be a turning point in the internationalization of higher education (Teichler, 2012). The September 11 attacks, the 2008 economic crisis in Europe, and the 2016 Brexit policies (Choudaha, 2017) are among the important events affecting the direction of IHE. As the European Union seeks its new future, there have always been fluctuations including attempts made to broaden the borders of Europe, increasing tensions because of the power struggles and Brexit challenges. However, up to 2019, the production of research on IHE reached its peak. This finding shows that interest in research on IHE has increased over time.

Furthermore, with the advent of the new millennium, there is an increasing trend that can be associated with the possibilities provided by online technologies such as online distance education and virtual mobility. As a result, as de Wit and Altbach (2021) stated, the results of this study are verified by the popularization and increasing significance of higher education and research studies about the global knowledge economy, policy, and technology.

### Subject area

In the second step, the topics of IHE literature were analyzed based on the categories in the Scopus database. As seen in Figure 2, most studies were conducted in social sciences (68.4%), followed by business, management, and accounting (8.6%) and arts and humanities (6.6%).

Furthermore, it was found that articles were published in economics, finance, and computers. These findings clearly demonstrate that the social sciences were the leading field in IHE studies. (see Figure 2).

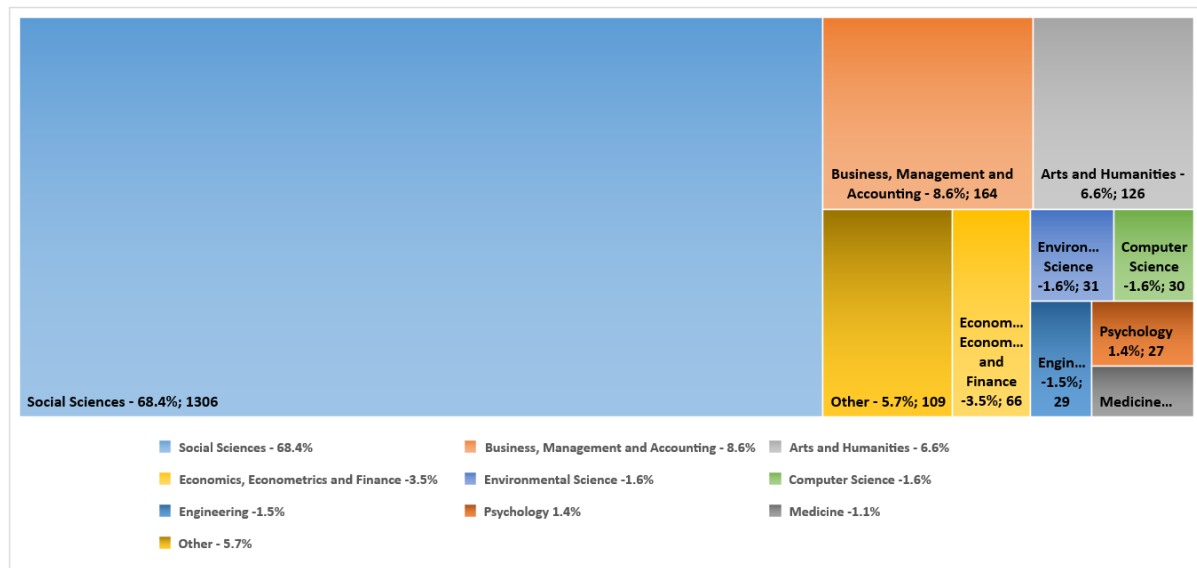


Figure 2. Subject Area

### Regional distribution

In the third step, the regional distribution of IHE literature was analyzed based on the Scopus data. The highest number of articles was published in the three countries with the highest demand in IHE. As seen in Figure 3, the highest number of articles was published in the US, followed by the UK, Australia, China, and Canada. Recipient countries at the top of the list are not much different from the main sending countries.

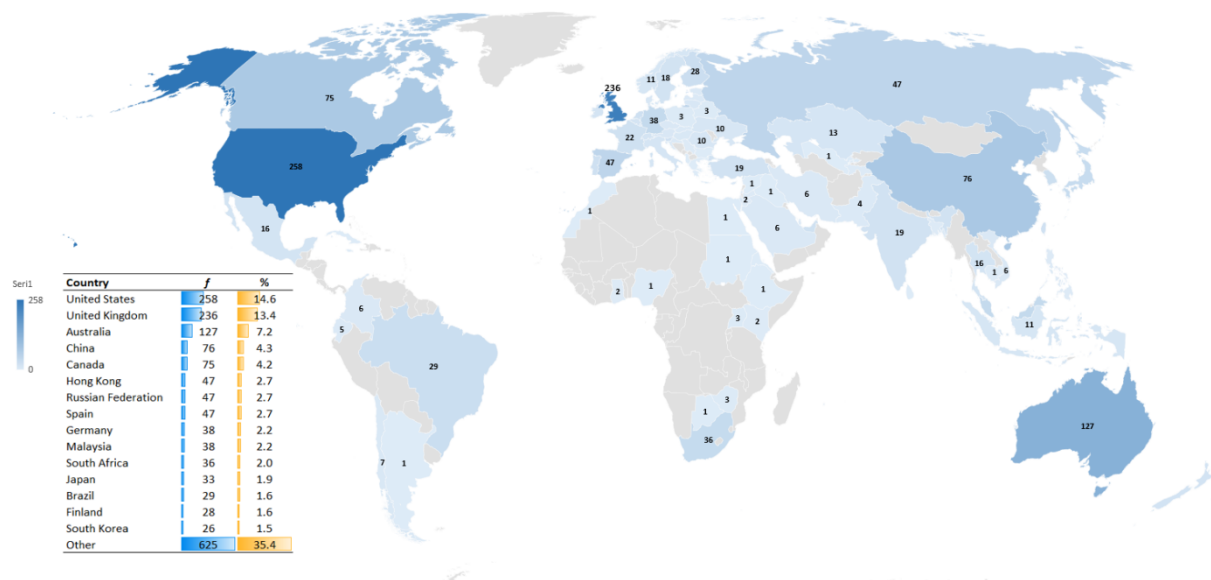


Figure 3. *Regional Distribution*

First, this shows that English-speaking countries are in an advantageous position. The dominance of English in the scientific world is a well-known fact. English is the prominent language in higher education institutions, which strengthens the internationalization of these institutions. Historically, mobility has been in the form of diploma mobility from East to West or from developed countries to developing economies. There is a flow especially from east Asia to English-speaking (Anglophone) destinations (US, UK, Australia, New Zealand) and China, Malaysia, and Hong Kong have improved their education systems (Woodfield, 2012). The fact that English language is considered to be the only option in IHE has been widely criticized. With the acceptance of English as a universal language in IHE, discussions on the commodification of education continue. Most international students make mobility decisions to learn and improve their English. This explains why most of the articles have been published in the countries identified in the current study. As a matter of fact, Anglo-American academic hegemony continues to be questioned in the academic field (Marginson & Xu, 2021) and it looks like it will be a topic of discussion for a long while.

Second, the internationalization reforms in IHE in China evidenced these findings. The dream of moving from an underdeveloped to a developed country played a significant role in the migration decisions of students (Li & Bray, 2007), especially in Nordic countries. In fact, an important finding in the present study was about China and Chinese students. The result was not a surprise due to the reforms and policies implemented by the fourth-ranking country of China on IHE. Mobility was mostly from North to North (such as developed countries), in the next 20 years, the direction of this mobility changed and became from South (such as developing countries) to North, and in 1985 China became the country sending the highest number of students out of the country for education (de Wit & Altbach, 2021). However, since 2016, China has been one of the countries receiving a high number of international students (UNESCO, 2018). In another vein, the idea of “soft power” (as a capacity to attract and the attraction to shape the preferences of others) that was first defined by Nye (2004) and diplomacy policies adopted by China could be explained by the high levels of international education mobility observed among the Chinese and improvements to their higher education system (Woodfield, 2012). This finding indicated that China is in both collaboration and competition with English-speaking countries. As Knight (2006) mentioned, and “international marketing campaign” has driven internationalization policies.

The other expected finding was about the ranking of Canada since it is an English-speaking Western country. On the other hand, in countries such as Hong Kong, the Russian Federation, Spain, Germany, Malaysia, South Africa, Japan, Brazil, Finland, and South Korea, fewer articles were published. It was further interesting that Finland, Russia, and South Africa were among the top 15 countries. The Scopus database data demonstrated that IHE literature was produced more in English-speaking countries (Gümüş et al., 2020). Thus, internationalization in higher education in English as the lingua franca was commodified by the global North as a global cultural capital (Kim, 2016).

Finally, the growth in the number of research universities and in the amount of research support and scholarships, and the increasing cooperation among universities and institutes around the world with the English language becoming the language of science, have increased the competition and collaboration between universities (Taşçı, 2022). Most international students make mobility decisions to learn and improve their English. Also, the increase in the number of international students and academics and joint international publications provided the justification for national and institutional internationalization plans (de Wit & Altbach, 2021).

## 2. Patterns: SNA and Text Mining

This section reports the findings based on SNA of the keywords; text mining of the titles, abstracts, and keywords of the sampled publications; and SNA of the references cited in the publications that are included in the research corpus (see Figure 4).

### SNA of the keywords and text mining of the titles, abstracts, and keywords

Of the 2,963 keywords, those with a minimum occurrence of three were included in the SNA. In this context, keywords and 1,983 connections among them are identified, analyzed, and depicted in Figure 4. At this stage, we used SNA to triangulate the data and text-mining analysis to discover and visualize connections. In SNA, keywords are defined and visualized as nodes in the sociogram, and their relationships were defined as arcs.

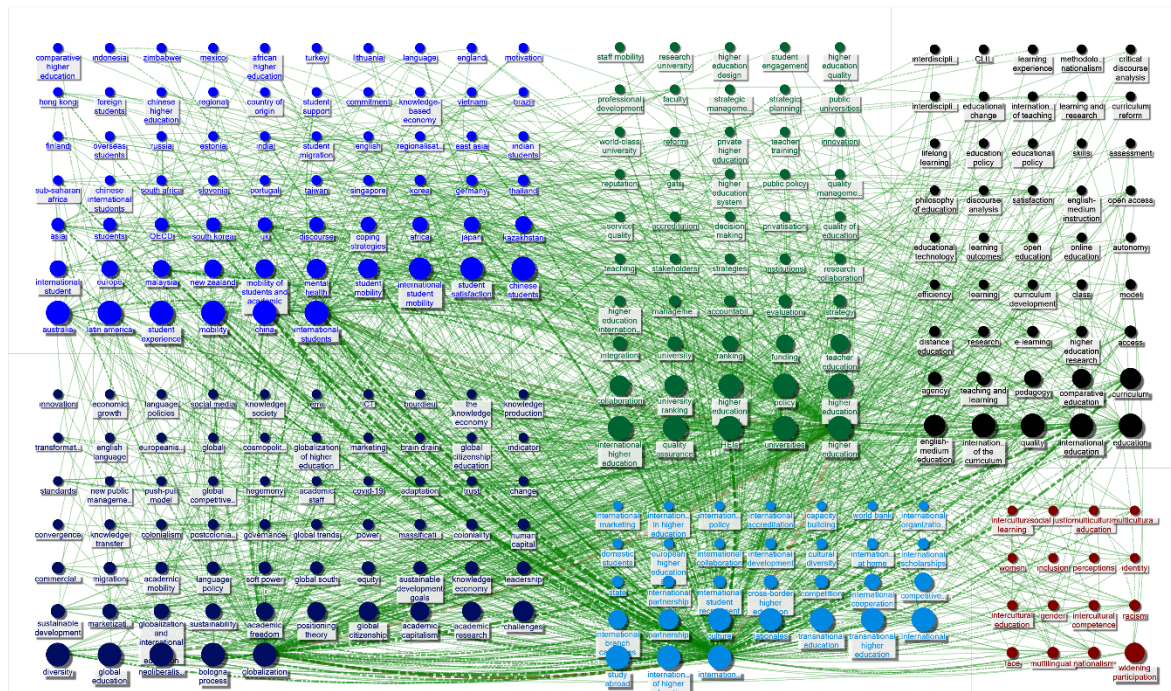


Figure 4. SNA of the Keywords

In the next step, we analyzed the conceptual structure of IHE literature based on the co-occurrence and lexical relationships of the textual data. The result of this analysis is presented in Figure 5 as a concept map.

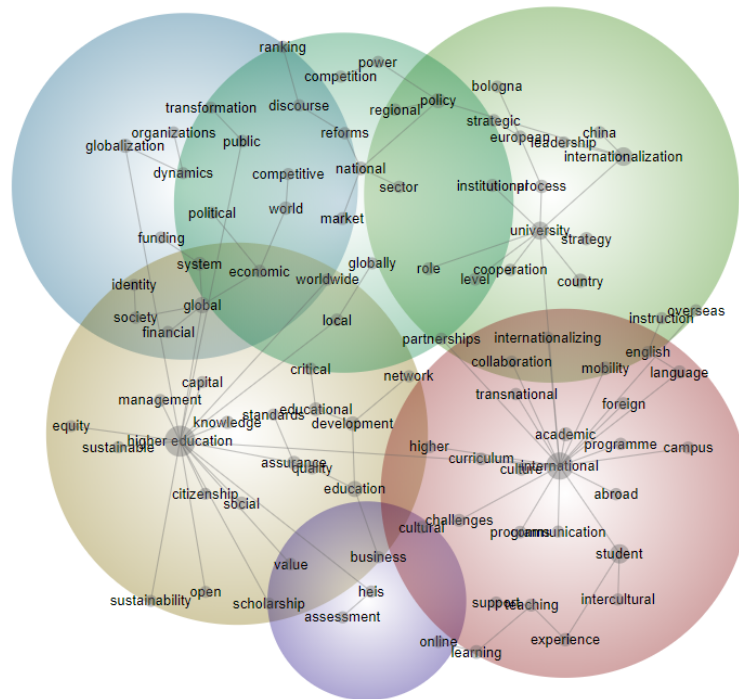


Figure 5. Text Mining of the Titles, Abstracts, and Keywords

The highest number of articles was published in the four themes with the highest demand in IHE. The text mining and SNA assisted the researchers to identify the following themes:

#### ***IHE for Global Engagement***

IHE is reflected in global policies such as globalization, higher education policy, higher education reform, internationalization policy, soft power, strategy, and so forth (see Figure 4 and Figure 5). An increasing number of publications have focused on the prioritization of internationalization in strategic plans developed by the first-tier states in the global stage at the macro level and by the universities at the micro level. The removal of borders due to globalization prioritized internationalization policies of both the governments and universities. Particularly, the reflections of the Bologna Declaration could be considered as the driving force behind IHE, more specifically in the European landscape. Thus, globalization in higher education led to certain changes in IHE.

Political and ideological factors have been influential in international student mobility as well as in global relations. The trend toward Western countries and the flow from underdeveloped to developed countries are also among the indicators of international student mobility. Therefore, international education is used within the framework of “knowledge diplomacy” to ensure the international understanding and mutual benefits of countries (Knight, 2020).

The researchers, who reflected this process in their publications, discussed these changes in higher education based on various ideas. For example, in the postcolonial age, international education was considered as an important mediator of economic migration (Maringe & Foskett, 2012). For example, the emphasis on soft power emerging in this work is important. Thus, soft power is influenced by a country’s diplomatic network and therefore by its superpower, its cultural attractiveness, the structure and equipment of its higher education institutions, its digital networks, and the economic model it implements (McClory, 2017). Therefore, the IHE that emerged in this study affects the soft power discourse and supports its spread in the international arena.

There is a soft power race between countries and IHE has been one of the instruments used to gain advantage in this race. As a result of this competition for soft power, a translocalist approach has been adopted by states and this resulted in universities becoming just one of the national institutions of nation-states rather than being more international and universal (Gürüz, 2011). With more and more countries making large investments in public diplomacy channels, one of which is IHE, in the soft power competition, the structure of the international education sector has changed to a great extent. The emergence and inclusion of new countries investing heavily in public diplomacy channels, including IHE, in the soft power competition had a very interesting response in the international education sector.

On the other hand, it was also observed that certain authors (see Li & Bray, 2007; Nye, 2004) argued the process based on migration and soft power theories, while others discussed the effects of international education



in association with globalization. Furthermore, it was observed that recent studies criticized the main factor behind the problems in international education based on global North-South polarization, hegemony, and global competitiveness. Thus, the political reflections of IHE and globalization have been included in academic studies.

### ***The Marketization of IHE and Reflections on IHE as Academic Capitalism***

IHE is reflected in marketization and academic capitalism channels such as funding, human capital, commercialization, knowledge-based economy, and business (see Figure 4 and Figure 5). Currently, universities are at the forefront of marketization, which changes the nature, social functions, educational objectives, and production processes in universities, and legitimates knowledge and therefore power relations (Giroux, 1999). For example, Bretton Woods played a key role in the beginning of the global political economy (Deuel, 2021). At the same time, as Altbach and Reisberg (2013) noted, “The motivations of countries and universities recruiting international students are equally complex and increasingly commercial” (pp. 2–4).

Similarly, IHE has been increasingly commercialized and commodified in recent years. It was observed that the knowledge-based economic philosophy and the policies to attract international students at local and international levels were developed due to financial concerns. In fact, internationalization has been considered as an important source of revenue by several universities (Rumbley et al., 2012). Moreover, the international role of academic institutions has been affected to a large extent by the trends related to globalization such as diversification, expansion, and privatization (Altbach & Teichler, 2001). In the 1990s, education became more commercialized and commoditized and English was adopted as the common language in academic circles, and as a result of these developments, new markets were created for capitalist states to sell educational products. For example, language education is marketed (mostly the English language) by language schools (Altbach & Knight, 2010). Also, commercialization leads to the university ranking system and competition among international students. The information networks obtained from the Scopus database demonstrated that marketization was prevalent in IHE.

Furthermore, it is important to note that most of the criticism of international education, and especially internationalization, should be linked to economic globalization (Beck, 2012; Brandenburg & de Wit, 2011; Welch, 2012). Moreover, IHE marketing has been the focus of studies that criticized marketing where students are perceived as consumers and higher education institutions as manufacturers. While economists defended the emerging market model, social scientists criticized education as a market in their studies. However, the truth is that, as Giroux (2006) pointed out, higher education institutions could lose their traditional social status as centers of knowledge production and lecturers as the symbols of wisdom. Thus, the commodification of international education leads to the loss of the basic philosophy and aim of IHE and increases the inequality of opportunity.

On this theme, one of the debates about IHE is academic capitalism, which in its simplest sense is, as Rhoades and Slaughter (2004) noted, “the involvement of colleges and universities in market-like behaviors” (p. 37). Therefore, it also points to the instrumentalization of international education (de Wit, 2011). Critical researchers (Appe, 2020; Jessop, 2018; Kauppinen & Cantwell, 2014; Rhoades & Slaughter, 2004) underline that academic capitalism becomes more competitive as universities continue to adopt market values to carry out their core functions. Therefore, academic capitalism affects higher education economically and politically. In recent years, there have been many criticisms of higher education institutions operating like a capitalist organization (Appe, 2020; Jessop, 2018; Kauppinen & Cantwell, 2014; Rhoades & Slaughter, 2004). Regarding the relationship between IHE and academic capitalism, there are criticisms that faculty dealing with international partnerships may adopt the marketization discourse and even exhibit market-like behaviors. The efforts of higher education institutions to attract international students by means of ranking, reputation, and promotion, in other words, transforming the academic field into an “international marketing campaign” (Knight, 2013), are among the most discussed topics. It is also important to note that, as Kauppinen and Cantwell (2014) point out, universities have entered into capitalist knowledge production in partnership with other countries; “academic capitalism has entered a transnational phase” (p. 143).

### ***The Emphasis on Academic and Cultural Integrity in Internationalization in Higher Education***

IHE has an emphasis on academic and cultural integrity in internationalization in higher education such as global citizenship, integration, cultural diversity, multilingualism, adaptation, racism, intercultural competence, intercultural education, studying abroad, international student mobility, internationalization of the curriculum, cross-border higher education, academic mobility, transnational higher education, internationalization at home, sustainability, and so forth (see Figure 4 and Figure 5). International engagement universities are those that are operating in international arenas such as student mobility, collaboration, curriculum, and so forth (Foskett, 2012).

The most mentioned factors included enhancement of quality, international learning, comparative learning, internationalization of the curricula, internationalization at home, faculty and student mobility, and improvement of the quality of education. In addition to the aforementioned issues, IHE is a key driver for recognition, global collaboration, and competition. Foskett (2012), for instance, points out that “Universities in all countries have responded to the increased transnational mobility of students through strategies overseas campuses and the establishment of student mobility partnership” (p. 35).

Another key aspect of IHE is emphasis on cultural adaptation (Ebuchi, 1989), cultural competence (Daerdorff & Jones, 2012) and cultural understanding (Knight, 2006). Globalist researchers agree that intercultural understanding and cooperation between international institutions should be fostered by national education. The importance of IHE and intercultural diversity on campuses has been emphasized by several studies (Daerdorff & Jones, 2012; Thom, 2010). Based on the text-mining findings, it was determined that several studies were conducted on the problem of cultural adaptation especially as experienced by international students. Similarly, cultural differences and cross-cultural approaches were studied, while the emphasis was on the improvement of cultural homogenization.

**SNA of the references**

Finally, we also analyzed a total of 59,050 references that were derived from the publications included in the research corpus. Those with at least three occurrences were included in the analysis. The pivotal contributions that shape and inspire the field are as follows (see Figure 6):

As can be seen above, “The Internationalization of Higher Education: Motivations and Realities” by Altbach and Knight (2007) is one of the most cited works. Similarly, one of the most cited studies is “Internationalization Remodeled: Definition, Approaches, and Rationales” by Knight (2004). Interestingly, most of the literature on globalization and IHE has been produced by Western authors. This finding, as Maringe (2012) points out, seems to indicate that dominance of Western authors still continues in the IHE literature both in theory and practice.

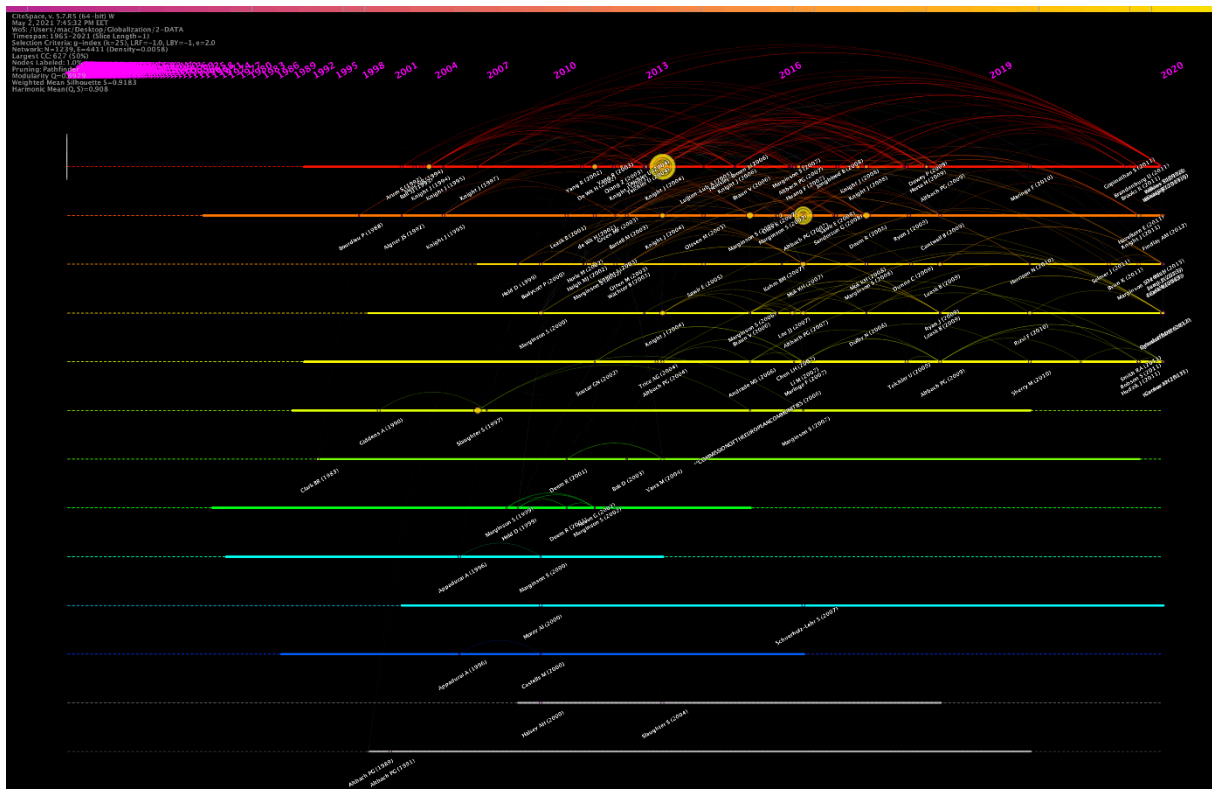


Figure 6. SNA of the References

When Figure 6 is examined, it is understood that different authors from different continents of the world have influenced the IHE literature and its intellectual conceptual framework in higher education and have been a source of inspiration for the literature. Moreover, the increase in the number of international publications by international academics reveals that it is mostly intellectuals in English-speaking countries who lead the field and shape the scholarly contributions to IHE.

## CONCLUSION

This study investigated the studies conducted on IHE through a systematic literature review approach (1965–2021) and employed SNA and text-mining techniques. The findings show that global, national, and institutional strategies are effective in the increase of interest in international education and especially in the increase of research. In this connection, in the present study, bibliometric analysis provided evidence of increased scientific archetypes in the international community.

As the researchers have discussed in this article, different studies of IHE tend to be produced more in the West and within certain peripherals. However, at the same time, these different approaches to IHE studies seem to both facilitate the understanding of the breadth and diversity of IHE, while constraining the polarized field of view experiences. Of course, many factors such as English language, academic networks, come into play. Also, the findings of this paper lead to a critique of the hegemonic discourses currently at play in policy on widening IHE and the ways these might serve to perpetuate academic practices.

In this study, four key reflections that attract attention are important: First, we noted that there is excessive emphasis on the conceptualizations of global political capitalism. Political capitalism refers to a form of capitalism where economic power is closely intertwined with political power, resulting in the use of political influence to maintain and expand economic interests. In the context of higher education, political capitalism can manifest itself in various ways, such as through the allocation of research funds to politically connected universities or through the use of political power to shape university policies and priorities. There are a number of ways in which political capitalism and internationalization intersect in the context of higher education. For example, politically connected universities may have an advantage in developing international partnerships and attracting international students, as they may have greater access to government resources and networks. Additionally, internationalization can be used as a way for politically connected universities to expand their influence and reach, both domestically and internationally. The prominent emphasis on political capitalism is seen to affect countries and local universities and students, primarily with political, geographical, and economic (such as the Bologna Declaration and Brexit) policies such as soft power of political actors.

Second, we noticed an emphasis on a conceptualization of global economic capitalism. Economic capitalism and internationalization in higher education are two interconnected phenomena that have significant implications for the future of higher education. Economic capitalism refers to the economic system in which the means of production, distribution, and exchange are owned and controlled by private individuals or corporations, with the goal of maximizing profits. Internationalization in higher education refers to the process of universities and colleges becoming more globally oriented in their operations, research, and teaching. The impact of economic capitalism on higher education has been significant. Universities are increasingly being viewed as businesses that need to compete for students, research grants, and funding. This has led to a focus on metrics such as rankings, enrollments, and research output, which can be used to measure the success of an institution in the marketplace. Additionally, there has been a trend towards the commercialization of research, with universities partnering with corporations to develop and market new technologies. Internationalization in higher education has also been driven by economic factors. Globalization has led to increased competition for talent, research funding, and international students. Universities have responded by becoming more globally focused on their operations, offering programs in multiple languages, recruiting international students and faculty, and establishing partnerships with institutions in other countries. However, the impact of economic capitalism and internationalization on higher education is not without its challenges. For example, the marketization of IHE education is one of the indicators of this. For this purpose, considering and commodifying international students as language and diploma markets can be given as examples. We have observed an incomplete narrative that often emerges from research framing Western, world-class universities as simultaneously desired and problematic.

Third, we noticed an emphasis on a conceptualization of global cultural capitalism. Cultural capitalism refers to the ways in which cultural production and consumption have become commodified in the global marketplace, while internationalization in higher education refers to the growing trend of globalization and internationalization in universities. The concept of cultural capitalism was first introduced by Arjun Appadurai in his 1996 book "Modernity at Large: Cultural Dimensions of Globalization". Appadurai (1996) argues that the globalization of culture has led to the commodification of cultural products, including higher education, resulting in the emergence of a global cultural market. Also, Bourdieu's (1977) concept of cultural capital has been examined, as having different approaches adopted by various researchers in this field. This overview shows that cultural capital is seen as an indicator of social class and position in the social hierarchy (Lareau & Weininger,

2003). Internationalization in higher education has become increasingly important for universities, with a focus on expanding global partnerships and collaborations, attracting international students, and developing cross-cultural competencies among students and faculty. Critics argue that these trends can lead to the homogenization of culture, the commodification of knowledge, and the exploitation of international students. Proponents of cultural capitalism and internationalization in higher education argue that they can bring benefits, such as increased funding for universities, greater access to knowledge and expertise, and the promotion of cultural diversity and understanding. This includes European citizenship, European identity, the superiority of English, students' dreams of Europe and America, and the associated implicit symbols.

Finally, we noticed that universities at the macro level and faculty members at the micro level place an emphasis on a conceptualization of global academic capitalism, which is clear from the universities that are trying to adopt market values to fulfil their basic functions, making academic capitalism more competitive. English language, on the other hand, is the dominant language used in academia for publishing research and communicating with scholars worldwide. There is a growing concern that academic capitalism and the dominance of English language may have negative consequences on higher education. Similarly, the dominance of English language may have negative implications for non-native speakers who may face barriers in publishing their research and communicating their ideas. Some argue that academic capitalism may lead to a focus on commercialize research rather than knowledge for the public good. Overall, while academic capitalism and the dominance of English language have both advantages and disadvantages, it is important for universities and scholars to consider the potential consequences and strive for a balance between commercial interests and academic pursuits, as well as linguistic diversity and inclusivity.

Globalization will continue to affect IHE, politically, economically, academically, and culturally. Therefore, these are more interconnected than ever (Altbach, 2004; Knight, 2006). In addition, the aforementioned points show that global policies affect the direction and content of IHE both in theory and practice. And also, it is understood that global forces in particular are shaping IHE. This variance, ranging from northern countries to English dominance, from developed countries to underdeveloped countries, drives IHE in various ways and directions.

From this perspective, it can be argued that globalization is a force to be recognized and without the theory of globalization, international education is difficult to understand, a point which was also articulated by Larsen (2016). However, given that globalization and IHE are mechanisms that affect each other, there is no doubt that the outcomes will also affect this process. While these intended goals are seeing a growth in internationalization worldwide in higher education institutions, IHE is still a new area of interest to many researchers in higher education. Therefore, there is a need for more thinking in the field of IHE from a more global perspective.

As a result, the study has provided an overview of trends; academic production in IHE has been researched with the bibliometric method and the analysis of social networks. Studies on scientific analysis of published articles provide a better understanding of the development of the theme of IHE. Thus, a more comprehensive understanding and interpretation of the prominent themes in the related literature on internationalization in higher education will enable a deeper insight into the field of intellectual scientific knowledge concerning globalization and its impact on IHE.

#### **Conflict of Interest**

There is no conflict of interest for this study.

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