

Abstract

A review of the literature on the internationalization of higher education reveals that the concept of internationalization has a weak conceptual rooting and thus, has been understood and applied in a variable manner. This has led to a problematic situation of concept stretching and degreeism that in turn impairs sound research, knowledge accumulation and application. The paper asks how can we improve the conceptual clarity of internationalization, and proposes to build a typology of internationalization so as to map its different dimensions and build a space in which past and future research can be located and interrelated. After discussing the advantages of building a typology of internationalization in higher education, the paper deals with some of the most common concerns expressed about typologies and tries to disperse them.