How the Covid-19 Pandemic Affected the Internationalization of Higher Education in

Canada

by

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Abstract

In my capping paper, I have two concerns: How globalization or the global knowledge economy interacts with the internationalization of higher education in the Canadian context and the impacts of the Covid-19 pandemic. A market-oriented ideology integrates economic or trade value into cultural, political and social decision-making, leading to debates about commodifying education and learners as a potential knowledge workforce. Under a globalized ideology, the internationalization of higher education focuses the attention of national governments and academic institutions on developing their sustainability and global competences. Unlike other dominant western countries treating international students, Canada is proud of its multiculturalism and prevents the emergence of Canadian cultural colonialism, imposing visiting students. Typically, host country governments see international students as a potential workforce. That affects the way the students are treated both by the host government and academic institution. In this paper, I want to explore the ways that Canada's federal government and academic institutions treat international students; specifically, I want to examine the internationalization of higher education and its challenges in a Canadian context, and I want to do so from the perspective of international students, both undergraduates and graduate students.

The primary source of my capping theoretical framework comes from the book Global Auction (2010) by Brown and his colleagues, especially for their discourses about human capital theory. I agree with Knight (2004), other researchers, and Canadian international education policy experts who believe that institutional, provincial, and federal government levels need to implement consistent policy objectives when it comes to the internationalization of higher education. However, Canada is still developing its internationalization process through branding and enhancing international students' mobility. The economic risks brought from the Covid-19 pandemic also force either the federal

government or regional academic institutions to re-concern the free trade and commerce in the internationalization of higher education. Overall, the internationalization is an evolving process and impacts of Covid-19 pandemic on economic, cultural and social life are also ongoing and unexpected. The inconsistency of internationalization's objectives between governments and academic institutions makes the implementation vary in the different regions. Thus, further research needs to focus on the case studies, exploring impacts on international students' agents and higher education structural adaptations in Canadian universities' internationalization.

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Introduction

Internationalization gradually becomes the institutional imperative when coping with impacts from free trade or the open market under globalization and the global knowledge economy. Although the comprehension and implementation of internationalization vary within different national contexts, increasingly, developed countries are treating internationalization as an essential part of their national policies, benefiting from national developments and prosperities. This problematic phenomenon commonly occurs in the practice of internationalized higher education. In particular, some dominant western countries endeavor to re-create an internationalized higher education industry and to gain economic benefits from that at any cost.

When explaining the internationalization of higher education, many researchers agree that it is necessary to start by distinguishing the difference between globalization and internationalization. Knight (2004) states that the two are interactional and overlapping processes and that globalization provides the external environment, intensifying internationalized higher education. Internationalization refers to institutions' responses and actions to changing and integrated surroundings (Mitchell & Nielsen, 2012). Arabkheradmand et al. (2015) find that internationalizing higher education becomes some advanced countries' tools to gain benefits or interests from available resources at the international level while globalization hierarchy weakens developing countries' national sovereign entity. The swinging between internationalization and globalization is determined by whether the institutional agents, such as faculty, students, and partnership, account for the active participants in the international community. Arabkheradmand et al. (2015) also believe that internationalization in higher education should create the international vision in the educational center and subsequently integrate that into each aspect of the whole institution.

Moreover, globally cooperating and competing with different educational centers requires high scholarly quality on a national level and fits in the international academic community standard. Based on the above discourses, it is hard to estimate that there is a standardized definition of the internationalization of higher education. The most acceptable interpretation comes from Knight, who suggests emphasizing the educational sector rather than the internationalized obsession. His definition focuses on the "process of integrating an international, intercultural dimension or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p. 2).

Due to the peculiarities of the internationalization process, when analyzing specific cases of internationalizing higher education, it is necessary to do within a national context. As an international student in a master's degree program in Canada, I resonate with the advantages and challenges of internationalized higher education from the adult learner's perspective. My learning and life experience in Canada, particularly the overwhelming time during the Covid-19 pandemic, encouraged me to examine the Canadian internationalizing process and the possible changes to the internationalization of higher education during the Covid-19 pandemic.

Canadian multiculturalism provides the cultural sphere of the acceptability and necessity of the internationalized higher education. Moreover, the development of internationalized higher education benefits Canadian social, cultural, and economic sustainability. Except for increasing the academic inclusivity, the internationalized education policy benefits the economic, migrant, employment development in Canada (Global Affairs Canada, 2012). Compared with the United States (U.S.), United Kingdom (U.K.) and Australia, Canada is not competitive in the international higher education market. Under globalized ideology, the presence of international students becomes a visible parameter by which a country can show its national academic quality and institutional international

mobility. According to the Association of Canadian Community Colleges (2010), the future internationalizing process should focus on expanding international activities at both the institutional and national levels, especially as it concerns increasing the recruitment of international students and cooperating with international partner institutions.

The outbreak of the Covid-19 pandemic brings an unexpected threat to the global economy and influences human social and cultural life. The emergency actions required, including mandatory remote teaching and learning, affect the post-secondary education system and national educational policies. For international students who need valid study permits or the equivalent documents, cross-border studying has been restricted during the pandemic period due to the increased visa processing time, international travel limitations, and health concerns (Basiri, 2020). The internationalization of higher education at home has become the temporary option for increasing numbers of international students. Even as more people are vaccinated and other practical measures implemented, the pandemic still affects our social life; remote teaching and learning forms are likely to last for a while. I believe the Covid-19 pandemic is a crucial turning point to discuss the internationalization of higher education in Canada and analyze related federal international education policies, including attracting international students and maintaining global student mobility.

The federal government's policy orientation has an interplay on developing the Canadian academic community, especially for processing the internationalization of higher education. Thus, I want to conduct a critical analysis of policies and literature related to the internationalization of Canadian higher education and use the results of that to explore whether a top-down model exists between the government's policy orientations and the impact of institutions' implementations. I also want to estimate the subsequent discussion about the possible push-pull between globalization or neoliberalism and the internationalized higher education in Canada. The following questions clarify the purpose of my research:

- What are the connections between globalization and internationalized Canadian higher education?

- What are the effects on the Canadian international education market from international education policies?

- What is the inclination of internationalized higher education after the Covid-19 in Canada, such as the future international student mobility and the reconstruction of online learning in the future Canada higher education?

Overall, I have developed a critical literature review analysis rather than conducting a case study from the ground up to address concerns about time constraints in my research. In the request for answers from all the available materials I have analyzed, critiqued, and synthesized, I have come to believe that future studies are necessary. And hopefully, those future studies would turn their attention to the internationalization of Canadian universities' implementations.

The justification of the theoretical framework

My research topic is the internationalization of higher education in Canada. It is crucial to explore some arguments of Canadian internationalization of higher education under its external environment, globalization, and the global knowledge economy.

To explore the correlation between Canadian internationalized higher education and globalization, I apply Brown and his colleagues' discussions about human capital theory in the book *Global Auction (2010)* as the primary source of my capping theoretical framework. Brown et al. (2010) use the knowledge-war metaphor to explain the intensive global competition that is shifting the comparative advantage of the workforce to that of the knowledge with the emergence of the global knowledge economy. The privileged position of

Europe and the U.S. in globalization comes from being pioneers of the Industrial Revolution. It decides that those dominant western countries believed in the importance of technology for maximizing production. Under globalization, dominant western countries continue to explore the low labor cost mainly from emerging countries and maintain global capitalism or neoliberalism with their advanced technology and economy. The false premise of free trade is the belief that the market power and its self-correcting mechanisms can achieve equal distribution and social prosperity, including the price equalization between the advanced and emerging countries.

The knowledge economy starts with emphasizing the importance of skilled workers-i.e., workforce quality. Meanwhile, the Eurocentric and America-centric hierarchy in globalization means that advanced western countries have the power to make the rules governing global competition or adjust ongoing value chains, such as the priority of economic value and the acceptance of tradeable knowledge, technology, and service. The superiority of the technology and economies in the dominant western countries determines the unfair and devaluated distribution between the head countries and the body countries. All nations are involved in pursuing the comparative advantage of brainpower, especially with language and knowledge globalization. Education is identified as essential for both individual and national success. Increasing a national development agenda prioritizes educational development and its national investment. In other words, widening access to higher education becomes the priority of national development. From the supply perspective in free trade, the opportunity bargain about the skills, knowledge, and the enterprise will consistently exist, leading to the irresistible education and the credential explosion.

When the knowledge and technology transformation occurs from the advanced countries to emerging countries, the offshore investment also shifts from manufacturing to technological research and development for reducing costs. The growth of technology gives

emerging countries an opportunity to expand the low-cost model. It challenges the privileged relationship of holding the comparative advantage in the head and body countries. Normalizing the low-cost model leads to the polarization between the rich and the poor in terms of income, social welfare, and educational opportunities. Income inequality existed in gender, race, and region encouraged the constant race of education and technology. In the capitalist economic system, the market-oriented ideology makes individuals become a self-reliant individual educational investment rather than social welfare. According to the global ranking of leading universities, high-ranking institutions or programs are attached with the label of considerable economic return. Gibb and Walker (2013) state that connecting employability with higher education devaluates the higher education system's social and cultural responsibility.

Internationalization has a synergistic effect through gaining benefits from available resources at the international level, but it is hard to identify bargain results among up-hand and down-hand countries due to the changeable intercountry relationships (Arabkheradmand et al., 2015). I want to add Knight's discourses about internationalizing process as the complementation of human capital theory to interpret the connection between internationalization and globalization and subsequent analysis between the federal government and academic institutions. Due to the diversity of the countries, cultures, and educational systems, the generic concept of internationalization should be developed from the exploration of the purpose, function, and delivery (Knight, 2004). Knight (2004) also mentions that internationalization is an ongoing and evolutionary process, and its outcomes need at least one generation to prove. Thus, he adds the international, intercultural and global dimensions to clarify the breadth of internationalization and states that all discussions need to cover both national and institutional levels as the depth of internationalization. Specifically, both the institutional level and national or federal level need to involve discussions about the

programs and policies relating to the international education dimension. Apart from the macro and micro differences, institutions often focus on the organization strategies and institutional functions and missions, while nations or governments always pay attention to the international education's derivatives and complements. The third sector, e.g., the company providers, also need to be involved because of their growing interests in developing a commercial education industry and competing with public or private institutions. Moreover, the two streams of internationalization that internationalization at home and internationalization abroad all involve the aforementioned discourses.

The literature Review

Recently, dominant western countries, mainly the U.S. and the U.K., have tried to reduce the social and economic backlash from globalization by implementing prioritized domestic policies, such as the "America First" and "Brexit." This global-local tension also affects the post-secondary education system and threatens the public trust in academia. For instance, the reconceptualization of research excellence and relationship is blurred with the trade-off choices when internationalizing student bases, research aspirations, and the employment market becomes a widespread phenomenon in the post-secondary education system (Knight et al., 2021).

However, the increasing internationalized university strategic plans, national policy statements, and international declarations show that internationalization has become the central focus of ongoing higher education (Knight, 2012). Discussions about the internationalization of higher education vary in different contexts, such as international student mobility and recruitment and the internationalization of the curriculum or research. Mainstreaming the internationalization of higher education requires post-secondary institutions to develop their graduates' critical thinking and global competencies (Jooste & Heleta, 2015). It is challenging to achieve academic institutions' equal inclusivity during the

internationalization between the global north and south, and several myths occur in the practice of the internationalization of higher education. Wit (2011) clarifies the most common myth of internationalization of higher education, which identifies internationalization as the ultimate goal, and the typical misrepresentation exists in over-concentrating the presence of international students and creating some exclusive international programs. That resonates with Ledger and Kawalilak's (2020) clarifying the crucial definition of "conscientious internationalization," namely that the ethical principles and interactive relationship quality rather than quantity should guide the implementation of internationalized higher education (p. 653). Knight (2012) concludes that internationalization is process-based and focuses on the global-nation system's relationship dynamic. Meanwhile, globalization creates both positive and negative effects on the internationalization process.

The Canadian government enacted the latest international education strategy and showed its prospect of establishing a world-class education system. This strategy also indicates that the internationalized education sector has become an effective tool for maximizing the Canadian marketplace and employability (Global Affairs Canada, 2019). With the unanticipated Covid-19 pandemic outbreak, the sharply reducing governmental funding aggravates the universities' financial affairs and forces them to accept structural adaptation. In this case, the marketization of students' fees (especially for international students) and the active cooperation with the local and global partnerships become universities' main strategies and responses (Knight et al., 2021). Therefore, it is crucial to explore the relationship between internationalized Canadian higher education and globalization.

Globalization and the public university

The Eurocentric ideology dominates the international relations theory and affects the development of non-Eurocentric institutionalism (Hobson, 2012). Thus, the exploration of

Canadian university mode should return to the U.K.'s higher education system. The establishment of the public university is the essential turning point from the ancient model that emphasized research impact and student experience to the modern university model that services the broader social advancement and provides skills and job opportunities for the domestic market. Furthermore, the modern university model becomes the by-product of the national political economy. The international ranks, such as internationalizing student bases and research aspiration, and the institutional competitiveness in the employment market, affect regional government funding choices (Knight et al., 2021).

The early Canadian post-secondary educational system was based on the ancient European university model due to colonial history. The obligation of the university was to train specialists for the domestic; thus, expanding enrolled student numbers is inevitable for social development and economic growth, significantly when the technological revolution redefines the specialists' requirements and qualifications. In other words, the educational mission is inseparable from economic growth and the development of highly skilled employees (Elbrekht, 2015). Brown et al. (2011) state that Canada has become the first country in which more than half of people between 25 and 34 years old have a college degree since 1994.

Canada's colleges and universities are provincially funded; there are very few private universities. Due to strict provincial regulations, students' tuition and related loans and grants are under the control of the provincial government's budget. Although Canada's credential, especially in medicine, law, and engineering, has a reputation for professionalism across Canada, Canadian universities lack a competitive brand in the international education market compared with U.S. universities. Canadian institutions are also hesitant to invest their branding exercises with the regulated tuitions and funding ((Zaretsky, 2012). However, the global economic regression brought from the Covid-19 pandemic aggravates the challenge of

reduced government funding and forces the university to accept the autonomous financial affair. In this situation, the marketization of students' fees, especially for international students, and the active cooperation with the local and global partnerships become universities' main strategies and responses (Knight et al., 2021).

The international education market in Canada

With the 1978 Immigration Act, the Canadian government immigration policy aimed to attract external talents and to increase highly skilled workers. Thus, immigration became a significant way for the Canadian education system to generate funds (Elbrekht, 2015). According to the advisory panel on Canada's International Education Strategy (2012), international education development is vital to achieving Canada's future sustainability and prosperity. Moreover, the international education strategy is closely tied to Canadian immigration policies, the competition for global research excellence, and labor market employment. International education services became one of Canada's competitive export products in the global trade, and its revenue ensures skilled human capital reproduction. In other words, international students are simplified as a source of institution revenue rather than the active co-constructor of the transnational knowledge, which resonates with the absence of academics in making international education policy (Heringer, 2020).

Canada initially identified itself as the "non-colonial" and "middle-power" and showed humanism in the international education development scenarios (Trilokekar, 2010, p. 132). In the 1960s, the Canadian government explored the Overseas Development Assistance (ODA) and the International Cultural Relations (ICR) areas to develop Canadian foreign policies and academic community. Still, most investments from the Department of Foreign Affairs and International Trade (DFAIT) and the Canadian International Development Agency (CIDA) prioritizes ODA's affairs rather than the focus on developing academic and cultural relations in the internationalization, after integrating the economic focus in the

overall foreign policy orientation. This funding also directly influences the internationalization of Canadian universities' campuses and intensifies institutional' reliance on governments' supports to develop ODA or ICR programs (Trilokekar, 2010).

Above uncooperative agents in the federal policy community have challenged effective communication between the federal government and institutions about ODA and ICR implementations' policy objectives. Still, the Canadian federal government prevents any indirect or direct intervention to institutional academic and research initiatives to protect institutional autonomy and freedom of Canadian universities. Due to Canada's decentralized and uncooperative federal structure, developing academic and cultural relations in international education considered the responsibility of provincial governments (Trilokekar, 2010). This makes it hard to establish a coherent concept of internationalized political objectives and practices in different institutions across the country.

With the increasing drive of developing the international recognition, Knight (2004) states that the international dimension in internationalization gradually converts from the importance of the academic competition to the pursuit of competitive advantages in international students' recruitments and the market share through "developing the strong international reputation" and "branding" (p. 21). Trilokekar and Kizilbash (2013) state that the Canadian federal government funded the DFAIT to create an official international brand and expand its global marketing. Compared with Australia's well-organized international education industry, Canada's government and its national institutions lack a cooperative strategy on international education marketing between the federal government and national institutions, preventing the country from rapidly transitioning into a pure communalized international education service. The example of the Australian higher education system shows the risk of strong reliance on international education trade-offs, especially with the

outbreak of the Covid-19 pandemic. Many universities risk bankruptcy and their staff face large-scale unemployment (Rou, 2020).

The loss of a large number of international students and their tuition is also an issue for Canadian universities. The federal government issued a series of national policies to stop the run-off the international student. International travel limits during the pandemic have caused significant declines in applications and approvals for study permits and extensions (Basiri, 2020). Thus, the Canadian government has enacted policies to attract international student enrollment and maintain global student mobility. For instance, Canada welcomed returning international students who qualify for travel exemptions and without study permit restrictions to continue learning in Canada (Government of Canada, 2021). The time length of online courses outside Canada still accounts for post-graduation work permit applications during the pandemic (El-Assal & Thevenot, 2020). International students residing in Canada are also eligible for a Covid-19 vaccine in Canada (Government of Canada, 2021). Therefore, international students can choose to stay in their home country or Canada receiving online courses.

The Canadian working experience is the crucial factor in deciding whether immigrants successfully enter the job market. Studies show that international students have difficulty combining work and study during their post-secondary programs (Frenette et al., 2019). It could be estimated how difficult it is for international students to find a job in Canada during the pandemic period. Specially, international students who completed their last year learning in their home countries will do not have the opportunity to find a Canadian internship. If Arabkeradmand's discourse that internationalizing is a win-win game between the host and guest countries, it would be contradictory that foreign credential is devaluated in the Canadian job market although employers also receive the re-education and retraining in Canada (Shan, 2009). Meanwhile, numerous internationalized higher education agendas

always mention the significance of cultivating the global citizens and intercultural understanding or diplomacy of knowledge (Association of Canadian Community Colleges, 2010; Global Affairs Canada, 2012). However, the host country's cultural or value system has great effects on the group of international students' social development and emotional attachment, especially on students who are in their twenties. Although the cultural enrichment is two-way, host countries' cultural and social value assimilates individual inputs and achieves the societal outputs even when international students back to their home countries (Arabkheradmand et al., 2015).

The Covid-19 pandemic and the internationalized higher education

Knight et al. (2021) believe that the consistency between higher education's international sector and local contexts is essential in the internationalization process. Thus, the online teaching and learning setting is only a temporary emergency measure for coping with the Covid-19 risk because the international or intercultural knowledge acquisition needs to be situated in the appropriate geographical contexts.

The Massive Open Online Course (MOOC) explosion is a common reference to the discourses about online learning development. MOOC is the representative that technological revolution creates a new need in the training market and generates flexible international and professional markets with maximizing the learning spaces (Wotto, 2020). Although the development of online learning platforms' development breaks the Spatio-temporal limitation of learning, online learning is not a substitute for traditional instruction and is widely applied in vocational and tutorial classes (Chen et al., 2020). Wotto (2020) states that the Canadian universities applied remote learning to satisfy domestic students' needs as a supplement of in-person courses and programs rather than expanding the digital learning market. Moreover, the Canadian institutions do not show interest in increasing MOOC courses for the structural adaption of the ongoing educational system.

The outbreak of Covid-19 has made remote teaching and learning mandatory in the post-secondary education sector. Considering the delivery sector in the internationalization process, some video and communication platform providers or companies have become the direct beneficiaries when online compulsory teaching and learning forces institutions to cooperate with the video and communication companies, such as Zoom. Data shows that Zoom achieves the trade on the stock market in 2019 April and its boom sales make Zoom surplus the congeneric products used for the period time, such as the Microsoft teams or the Google Meet (Molla, 2020). Although Zoom becomes the main teaching platform, some ethical issues are unsolvable in Zoom teachings, such as risks of teacher and students' privacy in the class organizations (Gott, 2020). Although the innovation, development and implementation of Covid-19 vaccines bring hope that it will be possible to restart in-person instruction, most post-secondary education, including international education, is still delivered remotely. In the case of the University of Alberta, although the university claims that it will offer increasing face-to-face opportunities in the fall 2021 term, remote learning is likely to continue even in the fall of 2021. In Alberta's 2021 budget, the provincial government cut university funding by $60 million. Data shows that the reducing funding reductions will continue to 2024 (Labine, 2021). The University of Alberta has already applied a massive structural adjustment since 2020 to fill the funding gap. The saving administrative costs that bring over 1000 job losses cannot solve the disproportionate cut and forces the university to quickly forward the restructuring (Labine, 2020). It is clear that pursuing sustainable and predictable funding is a priority. If emergency strategies, such as increasing tuitions and enrollments and reducing the administrative costs, cannot solve the risk of continually reduced provincial funding. Marketing the internationalization of higher education becomes a possible strategy, and Canadian institutions would start to consider the way to develop an online educational learning market.

Apart from predicting the direction of online international learning after the pandemic, Firang (2020) believes that the international student group is one of the ignored vulnerable communities during the pandemic. When university structure moves into the online, international students face more challenges, such as the learning experience inequality, the financial squeeze, and the uncertain threat of their citizenship routes (Coulton, 2020). For instance, Heringer (2020) believes that international students are active agents to co-construct the transnational knowledge rather than passive receivers to be assimilated with western epistemologies. On the other hand, the institutional agents have the responsibility to recognize and support international students' transnational knowledge co-construction and circulation. Still, many intangible factors, such as the curriculum rigidity, the class pace, the instructors' teaching experiences, or the cultural inclusions, restrict the above international education practices. Delivering a course online increases the difficulty of co-producing knowledge based on the interactive relationship among instructors, students, and peers. The reasons for that are the rigid and simplified teaching mode and the disconnection with the social and cultural scenarios in the virtual classroom.

The human capital theory and the internationalization education

In the global knowledge economy, the reconceptualized nation-states' relationship relies on free trade. Comparative advantage principles encourage the public to increase their investment in brainpower investment and establish faiths while facing an economic crisis. In the initial human capital theory developed by economists, the notion of capital includes the "knowledge, skill and know-how of workers" (Brown et al., 2011, p. 17). Authors also believe the labor quality is essential than the number of people performing that labor; thus, workforce quality is the center of economic prosperity, and upgrading education levels can lead to social mobility.

The ideology of treating education as a capital investment means the acceptance of applying the economic model (the rate of return from investment) in the social system, transferring the tension from wage distribution to social welfare and educational opportunity distribution. Economic behavior patterns and monetary value cannot explain all human behaviors. However, economic value-oriented ideology redefines the individual and the governmental responsibilities for social welfare. In other words, intensifying the user-pay model of funding in the social system will lead all institutional structures to function solely to promote economic development (Brown et al., 2020). The pandemic has worsened this situation; the few job opportunities and rising unemployment rates have forced people to consider returning to school and continually pursuing a higher degree as a way of getting ahead.

Tillman and Matherly (2019) find that when education is attached to economic value and productivity, there is a tendency for employability to become the desired outcome of higher education. Specifically, the advanced degree is seen as a way to generate higher income, better job opportunities, and upward mobility. After the global recession in 2008, academic institutions were expected to increase student employability and prepare the global citizens. The investment in learning abroad programs was an aggressive strategy to acquire employability. When the foreign universities broadened the access to the learning abroad programs, student expectations for short- or long-term investment returns increased. In this structural adaption, "education is expected to provide marketable skills and abilities relevant to job performance" (p. 12). Trilokekar (2010) states the risk of lacking academic and cultural priority in the international education implementation. Suppose international education is in accordance with the globalization or neoliberalism ideology, the consumer model that commodification of education and learners will seep into the internationalization of higher education. Still, the core aims of education should be to develop the self as well as individual

welling and to flourish rather than to be the subject of the economic imperatives or the capital need. The market-oriented principle in political, economic, and social policymaking leads to the specialization and standardization of educational aims and outcomes (Patrick, 2013). For instance, some international students recognize their international studies as immigration tools (Heringer, 2020). Another common scenario is that a credential value hierarchy exists among developed and emerging countries, and the global job market assumes that employees who hold the credentials from host countries are more competitive in the employment market.

The Research gaps

This paper aims to provide a holistic perspective about the internationalization of higher education in Canada and its connection with the external environment: globalization and the unpredictable Covid-19 pandemic. I believe the discussions around the Covid-19 pandemic complements other relative studies. This paper is a critical literature review; thus, I do not give any recommendations for internationalizing Canadian higher education as other researchers do (Trilokekar & Kizilbash, 2013; Taskoh, 2020), nor do I recommend improvements in remote learning in higher education (Wotto, 2020) or address the challenges of implementing of higher education in Canadian institutions (Heringer, 2020).

Although I raise more questions rather than point out answers in my critical literature review, I believe that increasing academic and cultural concern in the internationalization of higher education is the joint responsibility of the federal and provincial governments and regional institutions. They must cooperate and communicate their policy objectives and the subsequent practices. It is hard to distinguish which sector is more important but integrating the academic and cultural sectors into an international education policy could give academic institutions the authority and freedom to internationalize their higher education programs. The internationalization of higher education is complicated and evolving. I hope this capping

paper can be a valuable document for international studies, and I can use that as the start of my future research.

The implementation of the internationalized higher education in Canada

It has been around one and a half years since the outbreak of the Covid-19 pandemic. With more people being vaccinated and with plans to reopen the University of Alberta campus, our lives will gradually return to something resembling the post-pandemic world. Due to the dynamic of internationalization and the unpredictable pandemic result, it is impossible to estimate the internationalization of higher education in Canada. However, I hope the latest national policy can provide some understanding of the Canadian internationalization process. Recently, the Ontario government claimed that the protocol about the permanent legislation of remote learning in the public education system (CBC News, 2021). Although this draft does not mention the legislation of remote learning in post-secondary education, it is hard to say the next step after the protocol is proved. Simultaneously, Alhmidi (2021) points out that increasing deferrals will occur in the following semesters due to the new international travel restriction. She also writes that the drawbacks of remote learning, including the disconnect from the Canadian social and cultural environment, compromise the academic experience for international students.

Overall, Canada is still developing its internationalization process. Except for pursuing the economic benefits of the internationalizing of higher education, Canadian institutions also need to focus more on its academic and cultural benefits (Association of Canadian Community Colleges, 2010; Heringer, 2020). Many institutions face economic risks from the reduction of federal funding and effects of the pandemic. The inconsistency also exists in the national and institutional internationalization policies' objectives. Thus, I believe whether the commercialization of the internalized higher education will occur needs

the support of further studies and further studies should focus on the alignment of policies and actions from both national and institutional levels.

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