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Abstract

It is assumed that information and communication technologies (ICTs) are pivotal for globalization of higher education and in internationalization processes. Moreover, it is claimed that globalization and new technologies have opened up a global market for education, in which new providers of higher education operate, and that this competition poses significant threats to traditional campus-based universities and colleges. This article we will shed light on these assumptions, by focusing on the following problem statement: To what extent is ICT seen as a means to internationalize higher education and how are ICTs employed in internationalization processes? This study reports findings from a case study of the Norwegian School of Management, a private business school, which in Norway is often seen as a stereotype of a "new provider" operating in a global market, and a theoretically relevant case for, at a micro level, study the intersection between internationalization and ICT. The case study indicates that although information and communication technologies are seen as central in internationalization processes, and for supporting and coordinating international activities,

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they are not seen as driving forces for internationalization of higher education. The data indicates five main ways through which ICTs are used as support tools in internationalization processes. (HRK / Abstract übernommen), Thune, Taran: E-Mail: taran.thune@bi.no