



HETL Frontiers

The aim of the International Higher Education Teaching and Learning Association (referred to as HETL) is to bring together higher education professionals and thought leaders from around the world to dialogue, network, and collaborate on

Globalization 4.0
Effect on
Internationalization of
Higher Education

Message from the President of the International Higher Education Teaching and Learning Association (HETL)



Dear HETL members and global education community,

Happy 2024! HETL continues to develop initiatives addressing the concerns relevant to the global education community. In addition to several initiatives that were implemented last year (*HETL Talks*, *Learning Futures* newsletter), HETL has also launched the *Sustainable Futures* newsletter, which focuses on key sustainability issues confronting the world, and education in particular.

Globalization 4.0 is by increasing hyper-connectivity and hyper-interdependence among nations. It is characterized by the rapid movement of resources (products, people, information, etc.) around the world brought about by advanced international systems in transportation and communication. In turn, Globalization 4.0 will continue to impact Education 4.0.

In this issue of *Frontiers*, several educators share their ideas on how Globalization 4.0 may impact higher education. The contributors provide some thought-provoking thoughts on how educators can best respond to the rapidly changing global landscape. We hope that these ideas will help you think more creatively and critically about how best to respond to Globalization 4.0.

HETL continues to connect the global education community through networking and collaboration. In addition, new emerging technologies like AI continue to remind us of the need to adapt and to stay relevant to the concerns of the communities we serve. Support our work by becoming a member at <https://members.hetl.org/>.

Regards,

Patrick Blessinger

Message from the Editor of HETL *Frontiers*



Dear HETL members and global education community,

I am thrilled to share the latest edition of HETL Frontiers, which is now in its third edition. The magazine aims to provide a comprehensive overview of the emerging trends in higher education development, innovation, sustainability, and educational futures across the core functions of higher education, including teaching, research, and service. Educational leaders and scholars worldwide have contributed to the essays in this edition, including various HETL Country Directors (<https://www.hetl.org/country-delegates/>).

This edition focuses on Globalization 4.0 and its impact on the internationalization of higher education.

I would like to take this opportunity to express my deepest gratitude to Patrick Blessinger for his continued leadership and commitment to ensuring that HETL provides valuable information on various aspects of higher education. He has also created a platform for colleagues to share their work on multiple portals. I would also like to extend my appreciation to the HETL Publicity and Promotions Committee, Sameera Saeed, Taisir Subhi Yamin, Rakel Kavena Shaleyefu, and Mojca Kukanja Gabrijelčič for their dedication to ensuring that this edition is published.

The HETL Frontiers are published twice a year, and a call for the next edition will be forwarded through the HETL communication channels. I hope you enjoy reading this edition as much as we enjoyed putting it together.

We look forward to your contributions to future editions.

Kind regards

Martina Jordaan

HETL *Frontiers* – Content

HETL *Frontiers* is published twice a year in English. You may circulate and reproduce as you see fit. Kindly cite the authors and refer to the International Higher Education Teaching and Learning Association. We are looking forward to receiving any suggestions, comments and new articles.

1.	Advancing Global Citizenship Education on a University Campus Through Diversity, Opportunity	1
	<i>by Dr. Jesse Sealey, Dr. Bryant Jackson and Dr. Mejai B. M. Avoseh</i>	
2.	Fostering Interculturalism in International Higher Education: Responding to Globalization 4.0	3
	<i>by Assoc. Prof. Dr. Ali Karakaş and Dr. Serpil Meri-Yilan</i>	
3.	Advancing Internationalization in Higher Education Institutions as Globalization 4.0 Emerges	6
	<i>by Prof. Dr. Iza Gigauri</i>	
4.	International Students as Global Citizens and Education for Sustainable Development (ESD)	8
	<i>by Prof. Gisele Arruda</i>	
5.	How the Globalizer App Developed at Leeds Trinity University is a Way for All Higher Education Institutions to Implement Globalization 4.0	10
	<i>by Prof. Katherine Blair and Dr. Antesar Shabut</i>	
6.	Building Capacity for Sustainable Development through Critical Dialogue Across Boundaries: a Glocal Co-design Challenge	12
	<i>by Marloes Ambagts–van Rooijen, Dr. Javier M. Naranjo and Armand van Oostrom</i>	
7.	Globalization 4.0 in the English as a Foreign Language Classroom: Developing Intercultural Communication Skills	15
	<i>by Dr. Farah Sabbah</i>	
8.	Collaboration and Globalization in Action in Higher Education: Evidence from Two Erasmus + Programs in Practice	18
	<i>by Kristin Brogan, Patrick Holloway, Valerie McGrath and Muiris O Laoire</i>	
9.	Developing a Global Citizenship Workforce: The Role of Healthcare Education	21
	<i>by Leila Neshat Mokadem</i>	
10.	Internationalization of Higher Education: Student Mobility Models at the University of Nottingham	24
	<i>by Dr. Chu Shi Wei</i>	
11.	Globalization 4.0: Advancing Equity and Inclusion in International Higher Education Institutions	26
	<i>by Prof. Beena Giridharan and Dr Patrick Blessinger</i>	
12.	Adopting Globalization 4.0 at a University of Technology	29
	<i>by Dr. Sweta Patnaik</i>	
13.	Ensuring Equity and Inclusion in the Age of Globalization 4.0: Harnessing AI Responsibly	31
	<i>by Dr. Sarwat Nauman</i>	
14.	Global Education Horizons: Navigating Student Mobility Models in the Era of Globalisation 4.0	32
	<i>by Prof. Anushka Lydia Issac</i>	

1. Advancing Global Citizenship Education on a University Campus Through Diversity, Opportunity, and Security



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The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has been at the forefront of global citizenship education and sustainability. UNESCO has especially used the Marrakech Framework for Action of 2022 to emphasize the intricate connection between sustainability and citizenship education. The 17 Sustainable Development Goals (SDGs) pivot on quality education (SDG 4) and the engagement of civil society (citizenship education). This paper uses the example of the University of South Dakota (USD) to argue that college campuses can and should serve as platforms for pursuing the objectives of global citizenship education using the “local” and “global” connection.

Diversity and Inclusion for Citizenship Education on Campus

In the contemporary landscape of higher education, fostering diversity and inclusion is not just a moral imperative; it is a strategic investment in preparing students to become vanguards for global citizenship. College campuses serve as microcosms of the world, bringing together individuals from diverse backgrounds, cultures, and perspectives. Harnessing this diversity through intentional inclusion efforts can pave the way for a transformative educational experience that molds students, faculty, and staff into global citizens.

The educational leadership program at USD demonstrates a tangible dedication to diversity and inclusion through specific initiatives and practices. The program recruits and supports students from underrepresented backgrounds, ensuring a diverse cohort of aspiring educational leaders. The curriculum integrates case studies and coursework that highlight the importance of inclusive leadership, addressing issues related to equity, diversity, and social justice within education. Faculty members are committed to creating a supportive environment where all students feel heard and valued, fostering a sense of belonging. Additionally, the program collaborates with community organizations to provide hands-on experiences that expose students to diverse educational settings. These concrete steps taken by USD's educational leadership program exemplify a proactive approach to cultivating a culture of diversity and inclusion in a State that emphasizes opportunity for all.

The USD's Opportunity Center (USDOC) serves as a pivotal clearing house for diversity and inclusion on campus, embodying the institution's commitment to fostering an equitable environment for all. It serves as a platform for open dialogue, offering workshops, seminars, and training sessions to educate the campus community about the importance of inclusivity. USDOC plays a crucial role in providing resources and support for programs that promote diversity and inclusion initiatives. USDOC is a hub for students, faculty, and staff, and organizes events that celebrate various cultures, ethnicities, and identities, fostering cross-cultural understanding and active citizenship on campus. Moreover, the center collaborates with student organizations and external partners to ensure a comprehensive approach to creating an inclusive campus culture. Through its multifaceted initiatives, the USD's Opportunity Center stands as a beacon of diversity, actively shaping a campus environment where everyone feels valued, respected, and supported in their academic and global citizenship journey within a safe and secure campus.

Campus Security for Citizenship Education

The need and desire to be safe and secure in one's environment is a foundational condition that must be met to ensure a student is able to excel in their education. Most college campuses across the United States are supported by a sworn law enforcement agency that is charged with ensuring all students, staff, faculty, and visitors are safe and secure in their educational environment. This blanket of safety and security allows citizens to take an active role in their local community.

As college campuses across the United States increase international student enrollment, we are seeing a greater convergence of cultures at each institution. USD is experiencing record-breaking international enrollment and has doubled the number of international students enrolled since 2021. The USD Police Department (USDPD) has played an integral role in ensuring each student, including international students, is safe and secure in their learning environment.

The USDPD has worked diligently to break down barriers and negative perceptions students may have regarding law enforcement from their home countries. The USDPD has played an integral role in freshman orientation, international student orientation, multicultural events, and other related programming to provide a safe platform for students to be active citizens. The United States Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act, 1990) requires the training of campus security authorities to report crimes occurring on campus, the issuance of timely warnings and emergency notifications to allow the campus community to take action to protect themselves, and various required policies and procedures to ensure the campus community is safe. The Clery Act plays a vital role in promoting safety and education at USD.

For an institution to be compliant with the Clery Act, the institution must provide for the safety of the

entire campus community, including the international student population. To break down barriers of reporting and supportive measures, the USDPD holds presentations, forums, and listening sessions to share relevant safety information for students to be active participants in their own safety and the safety of the campus community.

Conclusion

We conceptualize citizenship education along the framework presented by UNESCO, and Freire (1985). Citizenship education within the Freirean framework is “where meaning, desire, language, and values engage and respond to the deeper beliefs about the very nature of what it means to be human, to dream, and to name and struggle for a particular future and way of life” (Freire, 1985, p. xiii). It is a process of creating the opportunity for citizens of the global community to read and write “the word and the world.” We used the topical areas of global importance – diversity and security- within USD to conclude that college campuses can use diversity and inclusion in higher education programs contents and delivery as well as campus security education to provide opportunities for all members of the campus community who represent a “mini globe” to be vanguards for global citizenship education.

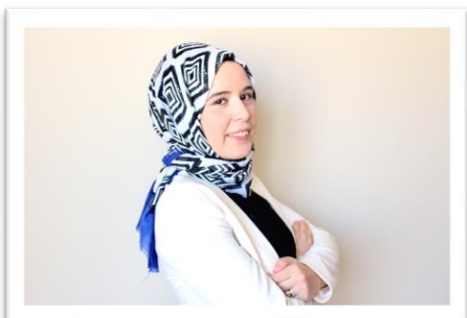
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2. Fostering Interculturalism in International Higher Education: Responding to Globalization 4.0



by **Assoc. Prof. Dr. Ali Karakaş**, Faculty of Education, Burdur Mehmet Akif Ersoy University, Türkiye



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Introduction

As the world becomes increasingly interconnected through the forces of globalization, higher education institutions (HEIs) face the crucial task of developing students' intercultural competence to engage cooperatively across cultures (Mayo, 2021). Globalization 4.0, the current phase driven by digitization and virtual connections, necessitates that HEIs prioritize intercultural goals to produce global citizens ready for cooperative engagement (Schwab, 2016). Promoting interculturalism has therefore become an imperative for international higher education in the 21st century.

Interculturalism may be understood as equitable interaction between people of different cultures fostered through policies and initiatives (Leed-Hurwitz, 2013). It centers on mutual understanding and advocates equal standing among diverse groups. Relatedly, intercultural competence refers to the set of skills, attitudes, and behaviors needed to effectively communicate and collaborate across cultural contexts (Deardorff, 2009). As the impacts of globalization intensify through increased mobility, immigration, and virtual contact, developing students' intercultural competence grows increasingly vital for higher education worldwide (Killick, 2014).

In this paper, we will present evidence-based practices that HEIs can implement to foster intercultural learning outcomes, including internationalizing curricula, offering intercultural training and courses, increasing campus diversity through international mobility programs and facilitating virtual intercultural exchanges.

Fostering Interculturalism through Curricular Innovations

A foremost way HEIs can promote interculturalism is by internationalizing curricula to develop global perspectives (De Wit & Altbach, 2021). For instance, Boise State University made global learning an institution-wide priority through their Global Learning Initiative (Boise State University, 2023). By embedding intercultural knowledge into required core courses, institutions can equip students to consider diverse worldviews and collaborative solutions to global issues. Such curricular internationalization expands students' intercultural awareness and competencies regardless of mobility opportunities (Knight, 2012).

Other promising curricular innovations include offering dedicated courses in intercultural communication. These courses directly build skills for effectively navigating intercultural contexts through units on cultural values, verbal and nonverbal differences, barriers to intercultural dialogue and more (Wang & Kulich, 2015). When combined with interactive instructional approaches like culture-contrast case studies, intercultural communication courses produced significant self-reported gains in cultural competence among various racial/ethnic groups of students at a multicultural American university (e.g. Halualani et al., 2004).

Extracurricular Initiatives for Fostering Interculturalism

HEIs can facilitate powerful intercultural experiences through extracurricular innovations. One major way is by increasing campus diversity through expanded mobility schemes and exchange partnerships. For example, the UArctic network enables thousands of students to study abroad at member institutions across the Circumpolar North each year (UArctic, 2023). These mobility programs provide transformational intercultural contact leading to measurable growth in intercultural competence (Anderson & Lawton, 2011).

Another extracurricular initiative is training faculty, staff, and students in intercultural skills using

interactive workshops focused on cultural self-awareness, overcoming stereotyping, and communicating inclusively (Samuels, 2014). These training sessions build capacity for fostering interculturalism within the campus community. Additionally, facilitating intercultural learning through virtual exchanges gives students collaborative intercultural experiences without geographical barriers. In one initiative with students learning German at an American university and students studying English at a German university engaged in virtual team projects and structured dialogue to significantly increase intercultural competence (Chun, 2011).

Holistic Institutional Approaches to Interculturalism

While specific programs provide a strong foundation, ideally interculturalism should be embedded throughout institutions. The INTO University Partnerships organization takes a comprehensive approach to integrating interculturalism across international branch campuses (Into, 2023). By requiring all students to take dedicated cultural adapting courses, training faculty in culturally inclusive teaching, encouraging intercultural campus events, and threading diversity initiatives throughout, INTO campuses created cultural connections spanning diverse nationalities and backgrounds (Milem et al., 2005).

Another pioneering example is Newcastle University (NU), recently named University of the Year for Excellence in Internationalization by the European Association for International Education (EAIE, 2023). Through university-wide policies prioritizing internationalization with sustainability and inclusivity, cultural diversity in teaching, research, administration, and campus life paired with dedicated internationalization offices and targeted funding schemes, NU demonstrates global leadership cultivating intercultural citizenship among students and staff alike through an all-encompassing approach.

Conclusion

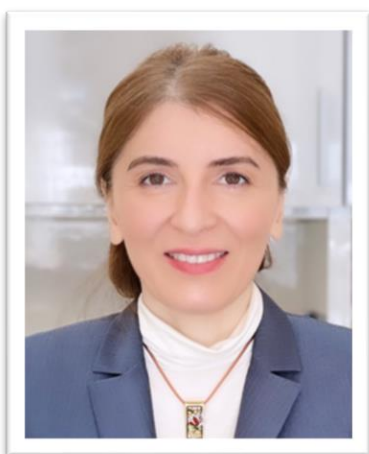
As interconnections intensify worldwide, developing intercultural competence is no longer optional for graduates aiming to positively impact an increasingly diverse, digitally connected global landscape. By innovating high-impact teaching models focused on intercultural learning, facilitating diverse interactions on-campus and virtually, and taking an institution-wide approach that embeds interculturalism throughout the student experience, higher education can lead the way in responding to globalization's growing imperative for cooperative engagement across cultures. With visionary efforts scaled more broadly, higher education can produce graduates ready and willing for inclusive cooperation, collective action, and mutual thriving in Globalization 4.0.

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3. Advancing Internationalization in Higher Education Institutions as Globalization 4.0 Emerges



by Prof. Dr. Iza Gigauri, PhD in Business Administration, Professor at St. Andrew the First-Called Georgian University, Tbilisi, Georgia; Country Director HETL.

Introduction

Advancing technologies shaped globalization paving the way to Globalization 4.0. Real-time interactions have created an interconnected world. The digital transformation can bring economic development. However, it is disadvantageous for those countries with less technological progress. Education systems should adapt in order to accommodate social and economic changes. For this reason, higher education institutions (HEIs) should provide new skills and new professions to graduates so that to prepare them for the new reality. In this regard, the internationalization of HEIs can represent an adequate response to the abovementioned challenges. Globalization influences HEIs not only in terms of curricula and content of syllabi but also impacts their management models. It implies that the internationalization of a higher education institution strengthens the cooperation among faculties and staff with foreign universities, encourages joint research projects, boosts student and teacher mobility schemes, and intensifies efforts to integrate into international educational communities.

How to Encourage Internationalization in HEIs

Under the current circumstances of unprecedented increased digitalization and sustainability trends

leading to interconnectedness (Akkaya et al., 2023), HEIs are transforming to react to the changes. Moreover, flexibility, virtual networking, online learning, and teaching experience are new tendencies in higher education. On the one hand, students need to obtain skills to be prepared for the rapidly evolving future. On the other hand, HEIs need to extend their capabilities to provide up-to-date education that responds to the demands of the forthcoming labor market. In this context, internationalization is seen as a top priority of HEIs to promote education and innovation. Indeed, globalization is achieved by the integration of educational processes of universities, which implies the sharing of international experience in teaching and research. The main aim of enhanced internationalization is to develop modern knowledge, improve skills, and embrace progressive technologies. By bringing professors, researchers, and students from various countries together, mutually beneficial cooperation takes place. Therefore, the partnership between universities includes exchange programs, visiting professorship, workshops, and master classes to enable a knowledge-sharing platform, familiarize with best practices, and improve the internationalization capacity of the university. In addition, discussions and case studies with guest lecturers will inspire students and academics. Inviting international speakers to share their experience, helps students to master the subject, comprehend the theoretical issues, and understand the topic within the global context, from different perspectives.

Additionally, stakeholder dialogue can bring new insight into universities democratizing the education system. In this process, digital communication tools play an enabler role. Faculty capacity can be built through global interactions including webinars, workshops, exchange programs, or training facilitating knowledge sharing and cooperation. Digital tools support online activities and instant communication between foreign partners. Fostering research and innovation empowers universities to drive the transformation in societies. International education communities can share value through digital technologies, giving a better chance to marginalized members of our societies or underprivileged countries to join global activities and hence, improve their inclusion. In turn, this will motivate the implementation of sustainability principles by universities (Hysa & Foote, 2022). For this reason, in many developing countries (such as Georgia), internationalization is one of the key parameters to measure the enhancement of the quality of higher education. Engagement in the international community allows HEIs to think beyond their organizational or national boundaries, but rather broaden their horizons.

Achieving Internationalization in Higher Education Institutions

Strengthening the international component within universities is possible in several ways. First, teaching programs should be offered worldwide. Especially, English-language online programs can attract international students but also educators to teach remotely. Likewise, the implementation of joint education programs with partner universities will give international prominence to the program. In order to attract students globally, universities implement targeted marketing campaigns such as participating in international education exhibitions, forums, or other events. Furthermore, using social media, social networks, and English-language content on their websites contribute to the internationalization goals. Another practice is external evaluators from abroad for educational programs and curricula. Their experience in the education system, examinations, assessment of achieved teaching and research results, modern approaches to teaching, etc. will advance the program and university internationally.

Next, many universities in developing economies lack an opportunity for international research collaboration. Therefore, research centers within universities need to strengthen international cooperation through conferences and journals. Committee and editorial board members from abroad can improve the international visibility of a particular university. Besides, issuing academic journals in English further expands internationalization objectives and empowers universities while sharing the knowledge or research results of local academics. Yet, small countries must maintain their own language and pass on academic achievements in their mother tongue to the next generations. Thus, bilingual journals can be a suitable solution.

Then, adopting digital technologies and upgrading skills among administration and faculty members helps organize online events, conferences, and meetings at the global level. For example, digital tools enable the establishment of partnerships with overseas universities or researchers, the creation of joint educational online programs, and collaboration within the framework of research grants worldwide without the need to travel or organize face-to-face meetings. Thus, those educational institutions in remote areas can also become integrated into international communities while keeping their uniqueness and national priorities.

Conclusion

The advancement in globalization burgeons internationalization among higher education institutions. This leads to changing the purpose and role of universities. Education programs are transforming hand in hand with globalization and digitalization, reflecting emerging requirements in the labor market. HEIs are no longer regarded as just education providers but are expected to bring real benefits to society. This is possible by taking advantage of globalization 4.0 which brings instant communication opportunities, and fosters innovation, cooperation and transformation. For this reason, HEIs need the knowledge and strategies to incorporate innovative teaching methods, digital tools, and international collaboration. Universities can encourage positive transformation in societies and contribute to sustainable economic growth. In this sense, globalization opens up new possibilities for internationalization, notably for universities located in remote areas or developing countries.

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4. International students as global citizens and Education for Sustainable Development (ESD)



by Prof. Gisele Arruda, Professor in Circumpolar Studies (Energy, Arctic, Climate Change, Environment and Society), Anvivo Polar Research and University of the Arctic

Introduction

This article aims to provide an overview of the relationship between Corporate Social Responsibility (CSR), sustainability, and education; how to manage change and educate for social change in a holistically way but also with a focus on the fields of business and CSR by connecting this adaptive education to the business context and practical ethical issues considering the differences between CSR in developing and developed countries. It also approaches mechanisms to promote curriculum and pedagogical changes to

realize responsible social and multicultural interactions and form responsible global citizens (Arruda and Johannsdottir, 2022; Arruda, 2019) capable of tackling the challenges of the 21st century.

The relationship between CSR, sustainability, and education

A sustainable planet and society depend on the capacity to enhance complexity governance and education (Arruda, 2019). To start reaching this point, however, citizens and corporations need to understand in theory and practice the concept of Social Responsibility (SR). The same time that we recognize the challenges to perceive and practice the concept of SR, sustainability is also a controversial concept that proved to be challenging to understand in-depth by different societies (Arruda, 2019). SR is a commitment to the well-being of others, a naturally socially inclusive idea because it is not possible to be collectively responsible if citizens are not responsible as individuals. It is a concept that exists in different intrinsically connected dimensions. If we think at this level, it is possible to apply the concept to a corporation, a society, a university, or any other organization. The CSR focal points align with the ones in the ISO 26000 guidelines where social responsibility is defined as the “responsibility of an organization for the impacts of its decisions and activities on society and the environment”, but should not each citizen have the same concerns? The problem is how to inculcate SR at the level of citizens and cultures. It certainly presents huge challenges for communication, education and geopolitics, because we will certainly have to rethink and reshape education to educate and train, international students, politicians, educators and managers.

Sustainable development and education have an intrinsic, interdependent relationship with each other, largely because no sustainable society can operate without high-quality education as well as human development being intrinsically linked to education standards (Pittman, 2017; Arruda, 2019), but education needs to be seen beyond degrees but as a way of inculcating and providing live experiences on how students interact and engage with the reality both under an individual and collective perspective, considering individual and societal interests. This is probably the necessary alignment to achieve concrete results within this relationship between CSR, Sustainable development, and education. This perspective triggers a process that involves values emerging from individuals to societies and from societies to the next generation of individuals and organizations. This new level of relationship between individual ethics, collective ethics, business ethics needs more debate and further development.

Global citizenship, curriculum, and pedagogical mechanisms for SR

The importance of the social dimension should be part of the day-to-day academic activities and engaging students with community service should become part of the integrated curriculum. Such strategic educational inputs help international students to build a sense of responsibility and citizenship, consequently, a more sustainable future based on an efficient operational environment. Educators and international students should be co-creators of curriculum that should be flexible and subject to timely reviews to address the pressing needs of different contexts.

Universities should join forces and engage in social responsibility and engaged citizenship education with a clear focus, policy and strategy to promote socially responsible education. Embedding SR into the curriculum provides a new ethos to education according to ESD, therefore, the process of curriculum development is of great importance not only to educational institutions but also to the entire society because it stipulates the educational policy and direction of local and global governance. There is an urgent need for an innovative educational system driven by the desire to provide education relevant to collective needs, distributive of social and economic benefits that lead to the enhancement of living standards of individuals and the overall transformation of societies. The future resides in pedagogies to educate individuals who could positively impact their communities by embracing international best

practices. Innovating curricula will facilitate the inculcation of social responsibility in the students' minds to become active participants of social responsibility and active agents of change in their local and global contexts. SR should be embedded into the educational system. This is the main facet of the transformative aim of Higher Education and an important component of Sustainable Development literacy and ESD.

A new approach to education should consider elements of global citizenship fundamentally aligned to a self-identification with the whole of humanity, emotional intelligence, intercultural understanding, ecological literacy, responsibility, ethics, fairness and equity. It consists in forming citizens with a 'human and ecosystems-centered view' of development with a sense of belonging to a broader community, beyond national boundaries, emphasizing our common humanity and the interconnectedness between peoples at local and global levels. A new educational paradigm expressing the ability to understand the natural systems through an integrated approach to deal with environmental problems related to the organization of ecosystems, energy systems, climate change and social systems (Arruda, 2019). Finally, it implies a higher level of responsibility, ethics, fairness and equity in relation to attitudes and decision-making (Arruda and Johannsdottir, 2022). Responsibility and global citizenship involve living responsibly by understanding that the effects of choices, actions and decision-making have individual and collective effects at every level of life, family, community and the whole world; where a healthy economy, environment and society can operate within the limits of the planet and enable people to enjoy and live in a state of well-being.

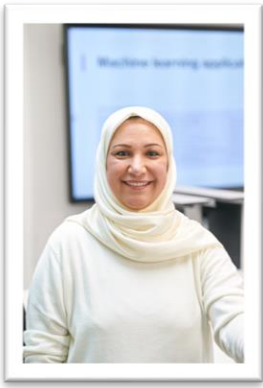
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5. How the Globalizer App Developed at Leeds Trinity University is a Way for All Higher Education Institutions to Implement Globalization 4.0



by Prof. Katherine Blair, Associate Professor in Broadcast Journalism, Leeds Trinity University, UK



and Dr. Antesar Shabut, Senior Lecturer in Computer Science, Leeds Trinity University, UK

Introduction

In the era of Globalization 4.0, higher education institutions are tasked with preparing students for a rapidly changing world where boundaries between nations, economies and cultures are more permeable than ever before. Universities have traditionally been confined by geographic constraints where global perspectives have been developed via physical student exchanges. However, that is changing, and higher education has a role in promoting cross-cultural understanding and cultivating adaptability for our students' success in a rapidly evolving globalized society.

Making use of virtual technologies allows all students the opportunity to benefit from cross-border experiences, without the need for travel. At Leeds Trinity, journalism students have worked with dozens of universities worldwide to broadcast television news programmes, computer science students have held bi-lateral presentations with students in Malaysia and psychology students have worked with students in two other countries to produce group presentations. These partnerships have developed through nurturing existing networks and reaching out through a few ad hoc measures to find willing partners who want to collaborate with their students internationally. But might there be a better way?

Now there's an app for that!

Mobile apps have been rapidly developing in higher education to improve student experience. They are used in several ways which include learning, organization, and engagement tools. Despite their widespread use, there are few apps specifically tailored for educators. After seeing the benefits of students collaborating across international borders through online technologies, we decided to build an app so everyone could create their own projects without having already established international contacts. Globalizer, a mobile app described as the "Tinder for Academics," offers a ground-breaking solution for universities looking to internationalize their curriculum and provide students with global skills.

This innovative mobile app is a networking platform developed by lecturers at Leeds Trinity University in a co-creation project with three students, who designed the logo and the various pages. It enables educators and academics to connect, collaborate, and create global spaces that transcend borders and bring international perspectives into the classroom. By leveraging Globalizer, higher education institutions can democratize global connections, making them accessible to all students. Virtual collaboration through Globalizer represents a sustainable way of internationalizing the curriculum, ensuring that students gain the knowledge, skills, and attributes needed to thrive in the 21st century without the need for extensive travel, ultimately redefining the boundaries of higher education in the age of Globalization 4.0. Furthermore, Globalizer serves as a tool for sustainability and environmental consciousness, enabling eco-friendly virtual collaboration among higher education institutions.

The app is available for free in the iOS and Play stores. It allows a lecturer to create a project. Users can log on and swipe through the projects on offer, and when they see one, they are interested in, they can give it

a green thumbs up to 'like' the project. The project's creator can then 'like' them back to create a connection and they are then able to message each other and take the collaboration anywhere it needs to go. Users have the option to add projects to an amber 'watch list,' express interest with a green thumbs-up, or indicate 'disapproval' with a red thumbs-down. This feature ensures that when they revisit the app, they won't need to review the same projects, accommodating the busy schedules of lecturers. Project creation is facilitated by including project descriptions and relevant photos. Furthermore, users have the capability to oversee all visited projects and reassess their decisions by moving projects between the different categories. Upon project completion, users are required to mark it as 'completed' to prevent further expressions of interest. Nevertheless, projects are archived for historical reference and as a source of inspiration for similar projects. Users can customize settings and preferences to cater to diverse needs and meet inclusion requirements, promoting a more accommodating and user-friendly tool.

Initial feedback on the app shows an 89% satisfaction response from respondents who tested the app. Respondents liked the interface and iconography, the logo, and the fact that there was little guidance needed to operate it. Further, they liked the idea of being able to connect with peers from around the world and to be able to advertise collaboration opportunities. Having a free app to facilitate the creation of international networks makes the process of establishing virtual projects much easier.

Following the app's launch, it is recognized that there is more work to be done to improve it and to spread the word in order to make it a success. You can find out more about the app at www.globalizer.co.uk and also leave feedback which will help in the app's development. You may also choose to be contacted for updates and improvements.

6. Building Capacity for Sustainable Development Through Critical Dialogue Across Boundaries: a Glocal Co-Design Challenge



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Answering to the interconnected transitions of our time towards more sustainable systems, such as energy or food, higher education is urged to equip a new generation of professionals with global competences and regenerative mindsets needed to address local and global (glocal) issues through horizontal collaboration.

To address this capacity, gap an International Business program in the Netherlands, an Environmental Engineering bachelor program and an Eco-engineering master program in Colombia set out to co-design joint education for sustainable development (ESD). Building on current frameworks for sustainable development, such as the Sustainable Development Goals, we aimed to engage our students with sustainability transition challenges incorporating environmental, social, and economic perspectives. Tackling these complex challenges requires co-design and therefore dialogue with the stakeholders involved which led to creating a platform for collaboration across boundaries, both geographical and disciplines.

Learning experiences were shaped that engaged our students with challenges in intercontinental supply chains from a glocal perspective, characterized by both local and global considerations. Co-design was taken as a starting point in both our pedagogy and our joint curriculum innovation. Looking back on three iterations of our *Glocal Challenge* project, we argue that a co-design-based curriculum innovation with glocal perspectives has immense potential to build capacity for collaboration across boundaries that are deemed essential for sustainability transitions, positioning international higher education as a platform for critical, horizontal dialogue amongst and between (future) stakeholders in interconnected global systems.

Six opportunities for critical dialogue across boundaries

We appreciated our complimentary expertise and networks in eco-engineering, supply chain management and global learning as an asset in this endeavor. At the same time, we recognized that we started our collaboration with very different starting points, expectations, and perspectives, grounded in Colombian and Dutch perspectives and professional backgrounds in the worlds of engineering, corporate industry, and education. Embracing this diversity as a strength, we centralized both our pedagogy and collaboration around co-design principles: holistic understanding, collaborative engagement of multiple perspectives, iterative processes, empowerment, and a long-term perspective. Hence, we set out to create opportunities for all students to address glocal sustainability issues in direct dialogue with local stakeholders across global supply chains, creating space to build trust, address and (re)combine colliding perspectives and to ‘fail forward’ for all stakeholders involved.

Based on our experiences from the three iterations of the Glocal Challenge, six opportunities for critical dialogue across boundaries emerged (figure 1).

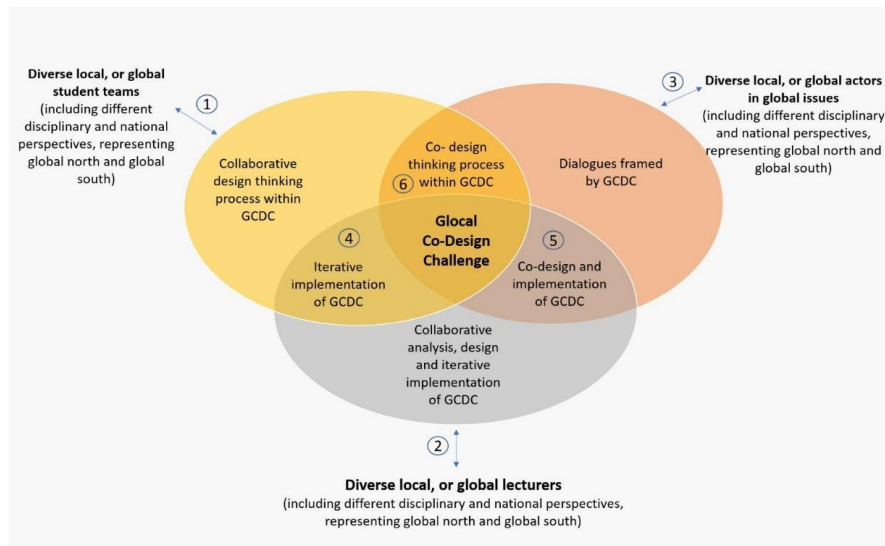


Figure 1: Six opportunities for critical dialogues across boundaries within the co-design and implementation of Glocal Challenges

The platform created in the 8-week student-led Glocal Challenge projects fostered critical dialogues amongst and between diverse students (1), academics (2) and actors in the supply chain in the Netherlands and Colombia (3). Furthermore, shaping the eco-system supporting the implementation of these courses engaged students (4), academic (5) and industry stakeholders (6) in a parallel co-design process, requiring continuous dialogue and reflective action.

Planting seeds through co-design-based projects

When we started our journey three years ago, we primarily aimed to shape co-design challenges that would create a platform for our students to engage in critical dialogue with each other and multiple stakeholders in an interconnected global system. Seeking out a glocal challenge that resonated with future environmental engineers and eco-engineering masters in Colombia as well as future international businesspeople in The Netherlands, we framed our project in intercontinental supply chains in the agri-food sector. After focusing on food-waste reduction in the banana supply chain in 2022, we focused on

the implementation of new deforestation regulations in the coffee supply chain in 2023 and on value creation through a sustainable cocoa supply chain in the iteration coming up in 2024. Leveraging our own, our universities' and our students' networks, we have been engaging multiple local actors in the projects, ranging from Colombian farmers to Dutch retailers and from policy makers engaged in the European Union to intercontinental project managers. In each project, students engage with their Glocal Challenge in close consultation with these actors in three distinct phases:

1. **Global system exploration:** Students explore the supply chain based on desk research and live, online input from multiple local actors and map out interconnected problems and opportunities.
2. **Identifying and addressing local challenges:** Student teams zoom in on a specific part of the system and define and address a sub challenge in direct dialogue with multiple stakeholders involved.
3. **Considering local and global impact:** Student teams present the problems and recommended interventions they designed to multiple local actors during a live, hybrid symposium, connecting two parallel live events at both universities. During this symposium local actors present in both events consider the local and global impact of the students' proposals in dialogue with the students and each other.

Based on reflection products and debriefing sessions, both students and local actors engaged in the eight-week projects felt that their participation had made them more aware of the multi-faceted impact of their (future) practice as part of a complex system.

Transforming mindsets and practices through glocal co-design

While the structured, short-term participation in the Glocal Challenge projects may have been enhancing the frames of reference of students and supply chain actors, the much longer parallel co-design process that supported their implementation fostered even more transformative experiences. The iterative co-design and implementation of the projects sparked continuous critical dialogue and collaborative engagement among us as academics and among us and diverse students, colleagues, and local actors. After two years of online collaboration, our co-design process intensified during mutual visits to each other's universities. Engaging with students and academic stakeholders and local supply chain actors across the growing Glocal Challenge community as a team, we deepened existing relations, moving from a platform to a glocal *eco-system*, engaging local stakeholders across both contexts in the co-design of a new iteration.

Continuously, shaping both the Glocal Challenge projects and the eco-system supporting them has been challenging and transforming our ideas about what sustainable development and impactful education, stakeholder engagement, and *horizontal co-design* might entail in a glocal arena, spanning the Global North and the Global South. Based on our case, we argue that the collaborative design and implementation of co-design-based projects with glocal dimensions can build capacity for sustainable development across boundaries and build bridges between (future) stakeholders in interconnected systems, such as global supply chains. Moreover, our case illustrates the potential to leverage academic partnerships as a starting point to gradually build and facilitate glocal eco-systems, grounded in multiple local networks, paving the way to move past existing power imbalances and collaboratively build capacity for sustainable development in an interconnected world.

We suggest further applied research through replication of and learning from our and similar case studies, specifically regarding the application of the critical dialogues model. Furthermore, we would welcome establishing a community of universities active in this kind of endeavor to accelerate learning within the community and dissemination to a wider audience.

7. Globalization 4.0 in the English as a Foreign Language Classroom: Developing Intercultural Communication Skills



by Dr. Farah Sabbah, English Language and Applied Linguistics
Consultant

Major and fast-paced technological advances, most notably in artificial intelligence, have swept the world onto a new wave of globalization that has accelerated the mobility of people, ideas, knowledge, experiences, and merchandise. Globalization 4.0 is transforming the world economy; as a result, multinational and national cooperation is required more than ever. This reality—or perhaps new reality—entails that intercultural communication skills are crucial for navigating interactions and relationships with people from other cultures not only face-to-face but also virtually. In this article and as a working definition, culture refers to the characteristics of a society or a social group.

UNESCO (2013) notes the role of education in developing intercultural competences. Educational institutions can create a rich learning environment for developing and enhancing intercultural communication skills by sparking curiosity in students to learn about other cultures and exercising their criticality to become more culturally aware and achieve peace and equity in this increasingly interconnected world.

In the context of foreign language learning, many opportunities emerge to educate students about other cultures. In particular, the learning of English as a foreign language (EFL) helps learners build knowledge and awareness of the international online community of English users who dominate the internet and serve as one of the main platforms for intercultural exchange, communication, and education. Technological tools and virtual platforms create a flexible and authentic foreign language learning environment that fosters the development of intercultural communication skills, which enables individuals to communicate effectively with members of other cultures across various contexts.

EFL practitioners are encouraged to educate themselves on globalization 4.0, tap into their creativity, and enhance their pedagogical approaches to develop learners' intercultural communication skills. The EFL classroom should be a learning environment that builds knowledge, promotes an attitude of curiosity and tolerance towards others, and provides plentiful opportunities for learners to practice the skills of reflection, interpretation, and critical thinking. This article shares EFL pedagogical resources and practices inspired by globalization 4.0 to develop intercultural communication skills.

Building knowledge about the target foreign culture through digital media

The EFL learner has access to a plethora of digital English-language content that caters to the diversity of interests, accents, jargon, genres, political views, societal values, and media. YouTube, for example, serves as a valuable international library that every foreign language instructor can utilize to prepare engaging lesson plans that introduce students to a particular culture. YouTube content creators come from diverse cultural backgrounds that vary in terms of race, ethnicity, dialect, values, religion, political orientation, etc. English-language videos such as talk-shows, vlogs, mini-documentaries, public debates, and other types of media can be used in lesson plans to introduce a topic, expand on a topic, illustrate a concept, and consume material that represents voices from a particular society or social group.

In the globalization 4.0 era, students should not be merely consumers of digital content but should also be creators and evaluators of such content. Hence, there is an avenue for EFL practitioners to actively engage students in content creation through assignments and project-based learning approaches.

Joining BookTube and BookTok

Learners of a foreign language are encouraged to read regularly in the foreign language to enhance their vocabulary and comprehension. An added dimension to reading is that literature is an enjoyable way to learn about the culture of a society or social group and promote critical cultural awareness. BookTube and BookTok have become an active community of readers, mostly young adults, who share their book recommendations, reviews, and interact with one another about the plot, characters, themes, ideas, and writing style in a plethora of ways that cater to every reader's needs, abilities, and preferences.

Jack Edwards (2021), a popular BookTuber who at this time of writing has 1.32 million subscribers published a video two years ago documenting his challenge of reading English translations of five Arabic books in one week. Many of his Arab subscribers expressed their appreciation and enthusiasm for having Arabic literature presented on Edward's channel. They commented on his book selections, made more recommendations to highlight the cultural diversity within the Arab world, and commented on his reviews and interpretations. EFL learners can create a virtual book club or join an online community to read more and interact with readers from other cultures. These kinds of online discussions and interactions can be greatly enriching and offer authentic and valuable opportunities for intercultural communication and relationships.

Establishing a global village 4.0 program

EFL practitioners can also establish a space for intercultural dialogue and relationships more systematically and directly through partnerships with their colleagues from other universities. Such endeavors have been realized through many programs and events, for instance, student exchange programs, research programs, and internationalization events on campus. Access to increasingly fast-speed internet and well-designed video-conferencing applications has facilitated the establishment of partnerships between educational institutions to promote intercultural dialogue and enhance intercultural communication skills. Samarji and Sengupta (2023) reported on a partnership between the American University of Afghanistan, Afghanistan, and Phoenicia University, Lebanon, that established the Global Cultural Village during the COVID-19 pandemic in 2020-2021. The study shows that the students' intercultural competences and intercultural communication skills improved as a result of their participation in this program.

Such programs can be designed to pair students individually and meet regularly through a video-conferencing application. Instructors with limited resources or support from their institutions could utilize applications, such as *HelloTalk*, whose aim is to connect individuals who speak different languages to learn each other's native language. Language learners can benefit from this tool because it provides plentiful opportunities for learners of a foreign language to practice their speaking skills at a place and time that is convenient for them with the added value of eliminating the anxiety-inducing authority and assessment factor that can hinder their progress in the language classroom. Such applications provide a safe, rich, and authentic space for learners to enhance their intercultural communication skills. Instructors can adapt this idea to establish a pen pal program that can be in an asynchronous form (e.g., email, video message, or voice note) or a synchronous setting (e.g., videoconferencing or instant messaging application), encouraging curiosity, building knowledge, and fostering intercultural relationships.

Conclusion

EFL practitioners need to prepare their learners for globalization 4.0 and utilize language learning as a tool for developing their students' intercultural communication skills in an engaging and authentic manner. Therefore, EFL practitioners should assess their programs and professional skills to ensure that their pedagogical practices and curriculum align with globalization 4.0 and target intercultural communication skills as a learning objective.

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8. Collaboration and Globalization in Action in Higher Education: Evidence from Two Erasmus + Programmes in Practice



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Introduction

Internationalisation plays a crucial role in ensuring the quality of higher education learning outcomes. Its

significance is particularly pronounced for island nations like Ireland, where international networking becomes a bridge across geographical confines. Internationalisation can be defined as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society” (de Wit *et al.*, 2015 cited in deWit, 2020). Through presenting data from two case study projects, Vocal in Need (ViN) and International Service Officer (ISO), this article aims to demonstrate the sustained benefits of international cooperation between a number of European institutions in the creation of learning materials and outputs to facilitate effective pedagogy and thus, promote, interculturalism, global citizenship and international research.

Benefits of EU Commission funded project in relation to Internationalisation

The active involvement in EU Commission-funded projects provides a pathway to increase Internationalisation in higher education for both staff and students. A HEI’s record on Internationalisation is enhanced due to its participation in EU projects, for example, through international networks and research (Fumasoli and Rossi, 2021). The main priorities of the Erasmus+ programme are to provide diversity and inclusion, digital transformation, a concentration on climate change and a focus on common values and civic engagement (EU Commission, 2023). HEIs staff and students benefit through participation as they engage in international partnerships in online educational modules. This engagement ensures potential enhancement of the teaching and learning environment through the provision of opportunities for mutual learning, as participants compare and contrast educational approaches and systems.

Case Studies in Internationalization

ViN and ISO are Erasmus+ projects funded by the EU Commission and are monitored by the relevant national agencies. Both projects were running for approximately two years and devised online materials that are accessible free of charge.

ViN (2017-2019)

This project was a follow-on project of the VOCAL (Vocationally Orientated Culture and Language) project – supporting international mobility for staff and students from 2007 to 2009. The educational online modules were created by the international partnership targeted staff who were working with migrants, for example, members of security staff, job coach, counsellor, educator, trainer or manager of an agency. These online modules focused on two essential themes: intercultural knowledge when engaging with people from another cultural background and second language acquisition. A second theme of second language acquisition is closely linked to an increase in cultural awareness and therefore part of becoming more international as a third-level institution by providing staff and students an opportunity to learn a wide variety of languages. The success of this project and its reach in promoting internationalization was reflected when, in 2020, MTU was awarded the European Language Label for the Erasmus+ Vocal in Need Video. The European Language Label (ELL) rewards excellence and innovation in language teaching and learning across Europe. (<https://vocal.erasmus.site>)

ISO – a new Work Based Learning (WBL) profession in the duty of SME internationalization (2019-2021)

The ISO project created a new professional profile, the Internationalisation Service Officer – and prepared the Chambers of Commerce Industry and Vocational Education Training professionals who are working directly with SMEs operating in the areas of trades and services. Overall, partners became more aware of why internationalization was essential to SMEs when conducting international business activities. Teaching staff at MTU were able to use the online materials in their business modules and, in turn, attested a positive

impact on the students' understanding of the role of internationalization in the area of business, management and marketing (<https://iso.erasmus.site/>).

How to achieve Internationalization?

Reflecting on the results of the two case studies, the following points are some suggestions on how to achieve internationalization within a HEI.

a) The importance of intercultural skills for international networking.

Internationalization means collaborating with people of different backgrounds who might have other behaviors, values and attitudes. The ViN project offers online material for educators and students on intercultural skills.

b) Mobilities of staff and students should be actively encouraged and supported.

The European Council of Europe and the EU Commission actively support and fund European mobility programmes as plurilingualism, social and cultural cohesion are part of the main goals within the European Union's concept of cohesion. The ViN project encouraged and supported mobility for both students and staff within Europe. The ViN project used the same structure and concepts of the VOCAL project.

c) Offering a wide range of languages is another essential step towards Internationalization.

Witte (2006) is of the view that cultural values are incorporated in additional language acquisition. The ViN project includes language acquisition, incorporating a plurilingualism approach. In the online language modules there are keywords, phrases and dialogues that have been recorded in English and the languages of the project partners: Arabic, Bulgarian, German, Italian, Lithuanian, Russian and Turkish.

d) Quality and Assurance.

Quality and Qualifications Ireland (QQI) a state-appointed body that is accountable for the quality of programmes in higher and further education institutions in Ireland, has introduced an International Education Mark which is a new quality mark aimed at protecting international learners (QQI, 2023).

e) Further suggestions in order to achieve internationalization.

The **INGENIUM Alliance** is an example of international cooperation, including valuing diversity and intercultural matters whilst also encouraging mobilities by staff, both teaching and training, and for students, both study and traineeships. "INGENIUM is an alliance between ten universities (Bulgaria, Finland, France, Germany, Greece, Ireland, Italy, Romania, Spain and Sweden) and aims to use diversity to pursue excellence in European Higher Education (Ingenium, 2023).

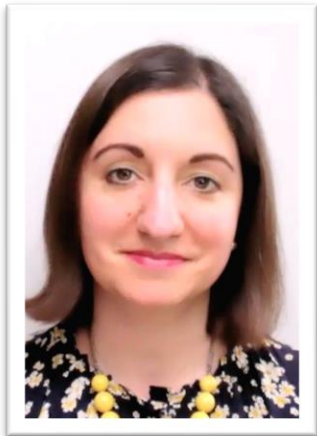
Conclusion

There are ample benefits of collaboration and internationalization for both academics and students in HEIs and this paper demonstrates possible ways of achieving these benefits. However, one cannot ignore that there are challenges within HEIs that can limit the development and integration of collaboration and internationalization. Therefore, it is recommended to have an active lobby group for internationalization in place that can draw on all stakeholders (not only academic staff and students) and have a powerful and authoritative presence in the institution.

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9. Developing a Global Citizenship Workforce: The Role of Healthcare Education



by Leila Neshat Mokadem, Senior Lecturer in Clinical Pharmacy, University Equality Champion, EDI lead School of Pharmacy and Life Sciences, Robert Gordon University, Scotland

This article will explore the WHY, the HOW, the WHAT and the WHERE, in terms of Higher Education’s role in developing graduates that practice equity, inclusion, and sustainability, beyond our classrooms.

Why do we need to support graduates to develop as global citizens?

We’re living in an inter-connected world, with migration and changing population demographics, climate crisis impacts on health and well-being, and rising health inequalities in marginalized communities. These coupled with professional healthcare bodies, calling for greater person-centred care and inclusive workforces, give rise to an urgent need for Higher Education to lead the way in nurturing culturally competent healthcare professionals.

It’s been encouraging to see a renewed effort by universities to embed the UN Sustainable Development Goals (SDGs), but how can we expect future healthcare professionals to navigate responsibilities to people

and planet, unless we construct a strong educational foundation built on global knowledge, humanistic values, and cultural intelligence skills.

How can we empower faculty and students to start their journey to global citizenship?

The historically limited global perspectives in curricula, lack of diverse leadership representation across some HE organizations, as well as sector-wide degree awarding gaps for students with protected characteristics, led to creation of the **Global Citizenship Framework (GCF)**. A novel framework co-designed in 2021 in the School of Pharmacy and Life Sciences, to embed Equality, Diversity, Inclusion and Sustainability (EDIS) in curricula. With apprehensions around the enormity of tackling inequalities and global goals, the framework recognized the need for a practical and adaptable blueprint for staff and students to feel confident in addressing EDIS.

The framework encompasses 3 Cs:

- **Connect** (connecting learners through community)
- **Create** (creating inclusive sustainable curricula)
- **Celebrate** (celebrating personal, professional, and global identity).

The following process was undertaken to ensure a robust framework design:

1. Open safe space discussions with academics, healthcare staff, patients, and students such as Black and Minority Ethnic students and those with visible or hidden disabilities, candidly exploring sense of belonging and lived experiences.
2. Review of course level, institutional, and HE sector level equalities data.
3. Review of Quality Assurance Agency Scotland and Advance HE best practice for sustainable education and decolonising curricula, and professional body standards.
4. The above were triangulated by capturing good practice nationally, internationally, and across disciplines.
5. The framework was designed in partnership with students, staff, and alumni.



Figure 1 - The Global Citizenship Framework of 3Cs (further branches have been developed under each of the over-arching Cs)

What are some examples of the 3Cs - *CONNECT, CREATE, and CELEBRATE?*

If students are to develop as global citizens, first they need to know what this means, what good citizenship looks like and how to work towards it. They need to critically evaluate the challenges facing themselves, their professions, and wider society. And harness their knowledge, skills, and values. We in turn, need to create opportunities for learning that encompass our people, our planet, and our profession, from exploring the lack of diverse representation in clinical research, to disparities in health outcomes for underserved communities, to ensuring graduates' practices are ethical, compassionate, and climate responsive.

Connect - An example of the connect branch (connecting learners through community) includes an alumni peer mentoring scheme to support international cohorts settling into UK HE.

Create— Thought-provoking seminars to raise students' awareness of global health and planetary considerations. Students worked in facilitated small groups and were challenged to use their problem-solving and innovation skills to create more equitable and sustainable care services.

Celebrate - An example from the celebrate branch (celebrating personal, professional, and global identity) include community building activities outside the classroom through a calendar of celebrations.

Where were the challenges in re-imagining the curricula through the GC framework?

Over 450 pharmacy students have successfully undertaken global citizenship seminars but we continue to develop this area of pedagogy. We've faced and overcome challenges along the way. Global geo-political instability and human suffering has required us to ensure respectful safe-space discussions in appropriately facilitated sessions.

Staff challenge - striking the right balance between local and global perspectives. Ensuring partnership working with diverse students, professional and global experts, as well as regular feedback, provides reassurance for teaching staff. *"These sessions are really thought provoking and bridged the gap between understanding the issue at hand and offering authentic steps to address it in the curriculum. The examples went beyond tokenism and described a multi-layered approach."* (teacher practitioner)

Resource challenge - To overcome representation challenges within volunteer patients (members of the public that act as patients to support student's learning) virtual clinical settings have been created for students in years 2 and 3 of the Master of Pharmacy course using immersive software to bring diverse cases to life through embedding patient stories, photos, videos and teaching resources.

Student challenge - A challenge for first-year students was seeing the connection between being a university citizen and how they can develop as global citizens. Reassuringly, however, after completing seminars this was cited in student's feedback as a positive takeaway:

"I have taken away that as future pharmacists we have a big role to play in the SDG plan"

"I have learned how to accommodate people from different economic, cultural, religious and disability backgrounds" "I have learned a new skill and made a new friend"(1st yr students)

Where to next?

Impact testimonials and evaluations of student learning have shown an overwhelming positive impact in terms of; raising awareness of the global goals, sense of belonging, and beginnings of emerging as future global citizens. As well as across teaching, the framework of 3Cs was adopted as the 2023 institution-wide theme for Black History Month. Next, we look forward to a university Global Citizenship Live event in 2024.

It's hoped the stepwise approaches discussed here will inspire other educators to consider what they can do within connect, create, or celebrate, to foster global citizenship.

10. Internationalization of Higher Education: Student Mobility Models at the University of Nottingham



by Dr Chu Shi Wei, Assistant Professor of Special and Inclusive Education, School of Education, Faculty of Arts and Social Sciences, University of Nottingham Malaysia

This article provides an overview of the student mobility models at University of Nottingham. The various models include inter-campus exchange, Universitas 21 Partner University Exchange, International Summer School, Exchange Student Internship and Virtual mobility models.

International Student Mobility refers to the inclusion of a growing number of international exchange and degree students in host universities or higher education institutions (Mosneaga, 2010). Globalization and technological advancements have spurred international student mobility. This article provides insight into the student mobility models at the University of Nottingham.

Inter-campus Exchange

Global student mobility is driven by the internationalization of higher education. The University of Nottingham Malaysia has evolved to provide students with more opportunities to develop intercultural competence. The University of Nottingham has campuses in 3 countries, the United Kingdom, Malaysia and China. Nottingham's first civic college opened in the city centre in 1881. In 1948, the college was awarded the Royal Charter and became the University of Nottingham.

A key aspect of Nottingham's vision is to become a global university. The University of Nottingham Malaysia (UNM) was established in 1998 when the Ministry of Education Malaysia invited the University of Nottingham United Kingdom (UNUK) to set up an overseas campus. UNM enrolls students from over 85 countries. The University of Nottingham Ningbo, China campus was opened in February 2006. Branch campuses outside of the UK provide opportunities for student mobility.

Inter-campus exchange is the primary student mobility model at the University of Nottingham. Students from UNM could apply to study at China and the UK campus for one semester or academic year through the Inter-campus Exchange Programme. Students must complete at least one year of their undergraduate degree and obtain a passing mark of a minimum of 55%-70% to be eligible for the programme. Students who have completed the exchange programme state that this experience enhances their skills in adapting to a new environment and learning about different cultures. Financially, the intercampus exchange enables greater inclusivity and accessibility for social mobility because students from UNM pay Malaysian fees and are accorded the opportunity to experience learning in the UNUK.

Students pursuing their undergraduate degree in education have participated in the inter-campus

exchange. Students' testimonies of the inter-campus exchange experience attest that it was a key attraction to study at the University of Nottingham and it was a great opportunity to experience different cultures. Students also shared that their resilience skills improved as they learned to adapt to a new environment, and expanded their communication skills. In addition, students developed their critical thinking skills and intercultural competence skills. Student mobility provides opportunities for intercultural integration on campus (Castroa et al., 2016). Students who will become future teachers have also remarked that the intercampus exchange is an exposure to global education and its relation to the economy and society.

Universitas 21 Partner University Exchange

Student mobility is reflected in the movement of students from their home country to various universities. Universitas 21 partner university exchange is a competitive programme that provides an opportunity for undergraduate and postgraduate students from specific schools in UNM to study at a partner university, gaining credits that will count towards the Nottingham degree. Partner universities include Concordia University, Canada, Yonsei University, South Korea, University of Queensland, Australia, and others. Students from other universities such as universities in Denmark or Indonesia could also study at the Malaysia campus as part of the exchange student programme. International student mobility fosters cooperation and competition between institutions of higher learning (Fabricius, Mortensen and Haberland, 2017).

The Study Abroad Programme at the University of Nottingham Ningbo China (UNNC) is designed for students from around the world to spend a semester or an academic year studying at UNNC, earning credits to transfer back to their home institution. International Student Mobility is beneficial in building the cultural capital of international students. In addition to the personal value it brings, international students also contribute skills, knowledge, and cultural diversity to their host countries.

International Summer School, Exchange Student Internship and Virtual mobility models

The International Summer School is a short-term study abroad programme. The programme is structured with academic sessions during weekdays. During the weekends, participants explore Malaysia's varied culture. Students have shared that the International Summer School provides exposure to Asia's business prospects and broadens their perspectives. Summer school programmes are based on specific themes such as education, language, business, and other topics. Participants of the summer school programme could stay on-campus and attend classes with a variety of activities.

The Exchange Student Internship is a student mobility model at UNNC that provides internships for students during the exchange period with the aim of developing the career interests of the exchange student. This international exchange student internship programme integrates the knowledge and skills learnt in the academic setting with real-life work experience. The internship requires the approval of the partner university. Interns will be under the mentorship of the employees from the company and UNNC faculty members. The exchange student internship model benefits students by developing their professional and technical skills. Students learn about diverse cultures and gain global perspectives through this international student experience. Students who participate in mobility programmes develop cross-cultural competencies such as intercultural communication which aligns with the demands of a competitive global job market.

International student mobility is evolving into models that allow access to courses in a university that doesn't require a student to be necessarily on the physical campus or country of the host university. The university's strategic plan involves developing virtual mobility programmes. The programme connects

students from the UK, Malaysia and China campuses together with students from around the world. Virtual mobility models are in line with the agenda for global engagement and environmental sustainability, and they develop global citizenship values and outlook.

In conclusion, student mobility is a driving force for the internationalization of higher education. Higher education institutions could adopt various student mobility models to enhance student experience and foster key competencies for future employability.

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11. Globalization 4.0: Advancing equity and inclusion in international higher education institutions



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Introduction

In this volatile, super-connected, fast moving, and often chaotic world that is filled with uncertainty, the world-wide population looks towards higher education institutions and academia for solutions. The rapid advances in information technology and the internet has facilitated global communication and the

outsourcing of services and production to a macro scale, leading to what is known as Globalization 4.0. Despite these developments, higher education still remains largely out of reach to large sections of populations in the global south. This article will examine how universities and higher education institutions can contribute and adapt to create higher education models that are more equitable and inclusive.

It is indisputable that we need the creativity, expertise, technology and financial resources from all of society to achieve the SDGs (Sustainable Development Goals) in every context. In particular, Goal 4 of the SDGs is targeted towards achieving inclusive and quality education for all. Embracing equity and inclusion in higher education necessitates providing educational opportunities to students from multiple backgrounds extending across the range of social, economic, ethnic, gender and physical and mental capabilities. A recent article by Libing Wang (2023) advocates access, quality and equality to be included as part of the fundamental policy pillars of higher education, and goes further to recommend gross enrolment ratios (GERs), learning outcomes, employment rates and other indicators to be incorporated, and even stratified as a measure to determine progress and equity among students from diverse backgrounds.

Incorporating Diversity in Higher Education Institutions

Many institutions are making distinct appointments such as: Chief Operating Officer for Diversity or Dean for Equity and Inclusion, which is commendable. However, diversity inclusion deserves much more than that. In an Ed Cast given at Harvard, Richard Reddick, (the first Associate Dean appointed at the University of Texas for equity, community engagement and outreach), in an interview with Jill Anderson, states that inclusion denotes going beyond just being able to show numbers, and genuinely occurs when institutions are able to get their employees to have a common shared valued experience (Anderson, 2019). This means that employees have access to resources and rewards, and this is also reflected in the recruiting and retention of staff (Anderson, 2019). It implies that every individual has a responsibility to engage with one another in a university setting, providing the much needed reassurance that education is a levelling field and that gender, ethnicity or sexual orientation are impediments to progress in learning or work successes. This could be demonstrated in classrooms where professors assign students from diverse backgrounds in project groups, and when academics warmly welcome individuals from different disciplines and backgrounds in research collaborations, and senior executive view appointments and recognitions through a clear lens.

What Roles Can We Adopt to Facilitate Inclusion?

There are a number of strategies that academics and institutions could adopt for achieving sustainable change. MacAulay (2022) exhorts academics to take on the role of the reflexive professional which compels us to evaluate the inclusivity of our own classrooms and how our institutions treat marginalised individuals. This involves going beyond just registering the number of students from minority backgrounds. It is critical that we take sustainable steps to ensure authentic measures for classrooms and institutions to create more inclusive higher education environments.

Barnett (2020) recommends including social justice topics in the US higher education curriculum in a meaningful and impactful manner; her studies discovered that students who were introduced to curricula with more social justice elements demonstrated more active political participation compared to students

who did not have that opportunity. Barnett (2020) suggests a nuanced approach to examine how social justice and other newer curricula may inspire student orientation towards diversity, equity and inclusion issues. If institutional environments are able to frame student network creations on campus and universities could encourage more engagements between core and fringe students, negative peer interactions could be reduced. Barnett (2020) advocates for institutional leaders to actively create the culture and live the values surrounding issues of diversity, equity and inclusion.

As teaching is a continual process of planning, reflecting and adapting, it is imperative that practitioners learn from their own teaching experiences to refine and develop their practice. This entails being a reflexive professional with the aptitude for increased awareness and understanding of our learners' experiences to support inclusive learning in the classroom.

Students from lower-socioeconomic status (SES) backgrounds and associated lived experiences often develop unique skills and perspectives that can help them succeed in school and life. Research demonstrates that educators' beliefs about students' backgrounds could play a perspicacious role in shaping these understandings and, may extend an important opportunity to support students from lower-SES backgrounds. In fact, the constructive abilities that students from lower SES backgrounds often bring to their education and the adverse impacts they often face could be attributed partly to the manner in which academic contexts overlook or dismiss the value of students' lower SES backgrounds (Stephens, Fryberg, et.al., 2012). A study conducted by Silverman, Hernandez & Destin (2023) tested the potential role that educators take on in addressing this incongruity through the expression of "*background-specific strengths beliefs*" that recognize the value of the unique skills and perspectives that students often gain as a factor of their lower-SES backgrounds. Their study supports the social-psychological theory in relation to how important societal forces shape students' beliefs and behaviors.

Conclusion

In summary, the article examines how higher education academics, universities and higher education senior executive can contribute and adapt to create higher education models that are more equitable and inclusive. It necessitates constantly evaluating the inclusivity of our classrooms and institutions to minorities and students from lower SES backgrounds. As informed educators, we need to assist in creating tomorrow's leaders who are aware and ready to change the future of our workforce in order to create a more equitable society.

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12. Adopting Globalization 4.0 at a university of technology



by Dr Sweta Patnaik, Senior Lecturer, Department of Clothing & Textile Technology, Cape Peninsula University of Technology

Educational institutions are adapting to the challenges and opportunities presented by Globalization 4.0, which is characterized by the rapid integration of technology, the global flow of information, and the changing nature of work and skills. Similarly a university of technology in South Africa is doing the same through expanding their curriculum to include digital literacy, data analysis, and critical thinking skills, preparing students to navigate an increasingly interconnected world. Additionally, they are fostering international collaborations, offering global exchange programs, and embracing online education to provide access to a broader and more diverse student population. Furthermore, they are promoting cultural understanding and global citizenship, emphasizing the importance of ethical and sustainable practices in a world where environmental and societal challenges transcend national borders. In this way, they are equipping students with the knowledge and skills needed to thrive in the era of Globalization 4.0.

Introduction

The accelerating pace of technological advancements characterizes the era of Globalization 4.0, emphasizing the integration of digital, physical, and biological systems. As the world rapidly embraces the era of Globalization 4.0, universities of technology face a transformative challenge in aligning their mission and programs with the dynamics of this digital revolution. For universities of technology, this presents a transformative challenge and an opportunity to reshape their educational paradigms. This paper explores the implications of Globalization 4.0 on higher education, focusing on strategies for a university of technology to effectively embrace and navigate this digital revolution. Drawing on recent references, it delves into the integration of digital technologies and the consequential changes in curricula, teaching methodologies, and infrastructure.

Understanding Globalization 4.0

At the core of Globalization 4.0 lies the convergence of disruptive technologies. Recent references, such as Klaus Schwab's "The Fourth Industrial Revolution," provide insights into the profound impact of technologies like artificial intelligence, blockchain, and the Internet of Things. These technologies are

reshaping industries, economies, and societies. Understanding their implications is crucial for universities of technology seeking to align themselves with the demands of the digital age. Higher education institutions are not immune to the transformative effects of Globalization 4.0. Recent studies underscore the need for universities, especially those focused on technology, to evolve. Curricula must be dynamic, reflecting the changing demands of industries now shaped by advanced technologies. Teaching methodologies should integrate technology to enhance the learning experience, preparing students with skills that are not just relevant but vital in a rapidly evolving job market.

Strategies for Adoption

To successfully adopt Globalization 4.0 principles, universities of technology must implement strategic initiatives. Recent references, such as Eric Brynjolfsson and Andrew McAfee's "The Second Machine Age," emphasize the importance of adapting organizational structures to the digital age. This involves redesigning curricula to include emerging technologies, facilitating faculty development programs to equip educators with the necessary skills, and upgrading infrastructure to support the integration of advanced technologies into the learning environment. Furthermore, the concept of connectivism, as presented by George Siemens in "Connectivism: A learning theory for the digital age," becomes crucial. It advocates for a learning approach that leverages technology to create meaningful connections and foster collaborative learning. Universities should encourage interdisciplinary collaboration to mirror the interconnected nature of Globalization 4.0.

Recent case studies showcase universities successfully navigating the challenges of adopting Globalization 4.0. In this case, the University of Technology serves as practical examples, offering insights into the diverse approaches that can be taken. Whether it's the integration of artificial intelligence into research projects, the establishment of technology-focused interdisciplinary programs, or the development of innovative online learning platforms, these cases illuminate the diverse strategies employed by universities of technology to align with Globalization 4.0. Based on the analysis and case studies, several recommendations emerge. Universities should prioritize fostering interdisciplinary collaboration among departments, establishing strategic partnerships with industry leaders to ensure relevance, and leveraging online learning platforms to reach a global audience. Additionally, continuous adaptation through agile and responsive governance structures is crucial. These recommendations provide a roadmap for universities of technology to align their strategies with the demands of Globalization 4.0.

Conclusion

In conclusion, embracing Globalization 4.0 is imperative for the competitiveness of universities of technology and other traditional institutions. By incorporating digital technologies, reimagining education, and fostering collaboration, these institutions can prepare graduates for success in a dynamically changing global landscape. By incorporating digital technologies into their core strategies, these institutions can not only survive but thrive in the dynamic landscape, ensuring that their graduates are well-equipped for the challenges and opportunities of the fourth industrial revolution.

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13. Ensuring Equity and Inclusion in the Age of Globalization 4.0: Harnessing AI Responsibly



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As soon as OpenAI launched ChatGPT in November 2022, there were fears surrounding its practice, raising questions about how academia could battle its usage by students in producing their assignments and projects. Several leading universities such as the University of Cambridge and the Lincoln College issued a warning to students against creating their assignments on ChatGPT. In the US, Los Angeles Unified, the second-largest school district in the U.S., immediately blocked access to OpenAI's website from its schools' network. By January 2023, school districts in the UK, Australia and the US were banning AI software. ChatGPT was labelled as a program that would do all the thinking and writing for the students without any boundaries of integrity or ethics. The academics and the educators feared that the consequences of such a tool would be dire, resulting in a lack of critical thinking and independent learning among students. At the time, the potential of ChatGPT to be the global education system by changing the way we interact with technology in education and its positive impact on the critical thinking of students and teachers were not realized.

It was pointed out that such AI tools as the ChatGPT will discourage students from generating their own ideas, which will lead to a lack of creativity and ingenuity in their work. This ease and convenience of generating text with the help of AI will damage students' ability to conduct independent research. These fears cannot be brushed aside, especially in subjects such as literature, philosophy, and history, where students must engage in active critical thinking and analysis. Hence, the strongest charge against ChatGPT was that it may be responsible for disrupting a learning experience. This means that the students may not be able to present their true knowledge and understanding of a subject because they took help from ChatGPT to complete their assignments and homework. Moreover, there is an ongoing debate whether AI generated text may be considered as plagiarism or not.

The above concerns that surround the use of ChatGPT are generic and global in nature. There are also concerns that are pertinent only to the developing countries and may involve issues such as unequal access to technology, socioeconomic impacts, language and cultural bias, data availability, a lack of training and technical expertise, and pedagogical considerations.

Unequal access to technology in the developing world cannot be neglected and poses a real problem towards AI integration in the educational processes. There are infrastructure limitations, economic constraints and technological disparities which raise concern over unequal access to AI tools. Since a significant population is unable to access, use and apply these tools and the information regarding these tools is also not coming from authentic sources, practitioners are not only apprehensive about their usage but also are fearful of the impact that it may have on teaching and learning.

Another very important factor that is a cause of fear amongst teachers and educationists involves the perceived or actual socioeconomic impact of AI tools such as ChatGPT. In developing countries, there already exist economic challenges and AI may pose more challenges in three ways: It may replace human labor which may result in the loss of jobs; implementing these technologies at an educational institute may come with a cost of implementation and maintenance and to effectively use these tools, the teachers need to be trained, which again comes with a cost. If there is a deficiency in effective training, technical expertise and implementation of AI tools such as the ChatGPT, it will become challenging for teachers to learn and incorporate these technologies into their teaching practices.

The teachers and educators will detest the use of AI tools unless and until they are able to develop effective teaching pedagogies to integrate AI technologies into the teaching process. This requires not only an understanding of the AI tools but also careful consideration and experimentation, which may not always be possible in resource-constrained environments.

Lastly, developing countries are slow in formulating policies and then implementing them. This leaves a gray area in the usage and implementation of the AI software. Many of the issues surrounding the ethical concerns in using AI may be resolved if the academia and policymakers can bridge this gap and address the concerns of educators and teachers then implementation of AI tools such as ChatGPT can be done in a responsible and inclusive manner. Even though, Turnitin now upgraded its system to detect text taken from AI sources, it is also important that students learn to cite texts taken from AI.

Until we have stringent policies to establish pertinent usage of AI and tools such as ChatGPT coupled with access and availability of these tools, educators and practitioners will fear them. The teachers must be trained and these resources should be made cost-effective for their fair inclusion in the education systems of the developing world.

14. Global Education Horizons: Navigating Student Mobility Models in the Era of Globalisation 4.0



by Prof. Anushka Lydia Issac, Faculty and Course Leader - L3 Pearson Foundation Program, Westford University College, Sharjah, United Arab Emirates

Introduction

In the ever-evolving landscape of higher education, the emergence of Globalization 4.0 heralds a new era of interconnectedness and inclusivity. This paradigm shift calls upon institutions to reevaluate their strategies for fostering global learning environments. Embracing this challenge requires a multifaceted approach, encompassing internationalization, cultural proficiency, technological integration, and adaptive policies. By weaving these threads together, higher education can effectively prepare students for a world where borders blur and collaboration knows no bounds (Br Sitepu *et al.*, 2020; Postel-Vinay, 2020).

Fostering Cross-Border Collaboration

To thrive in Globalization 4.0, institutions must prioritize the development of robust internationalization strategies. This goes beyond merely admitting international students; it entails creating dynamic ecosystems where knowledge and ideas flow freely across borders. Student mobility programs, joint-degree initiatives, and virtual learning platforms serve as the pillars of this approach. These initiatives forge bridges between institutions worldwide, providing students with seamless pathways to access global learning opportunities. Through strategic partnerships, institutions can break down traditional barriers and empower students to become global citizens (Postel-Vinay, 2020; Wismar *et al.*, 2011).

Cultivating Global Competencies

In the pursuit of preparing students for Globalization 4.0, higher education institutions must prioritize the cultivation of global competencies. This involves nurturing skills such as cross-cultural communication, adaptability, and a deep appreciation for diverse perspectives. By embedding these competencies into curricula and extracurricular activities, institutions empower students to navigate the complexities of an interconnected world (Postel-Vinay, 2020; Rizal *et al.*, 2020).

Language and Cultural Proficiency

In a world that celebrates diversity, proficiency in language and cultural understanding is non-negotiable. Institutions must invest in comprehensive programs that equip both students and faculty with the skills to thrive in multicultural academic settings. Language courses should extend beyond basic communication, delving into the nuances of cultural context and expression. By fostering an environment where linguistic and cultural differences are celebrated, institutions pave the way for deeper global collaboration and understanding (Aydın, 2021; Postel-Vinay, 2020).

Leveraging Digital Innovation for Inclusive Learning

Incorporating digital innovation into education is a cornerstone of inclusivity in Globalization 4.0. This section delves into the potential of online learning platforms, AI-driven personalized instruction, and augmented reality experiences. By harnessing the power of technology, institutions can tailor education to individual needs, making it accessible to a broader spectrum of learners, regardless of their geographical location or socioeconomic background (Aydın, 2021; Giesenbauer and Müller-Christ, 2020).

Empowering Through Technology

Technology is the cornerstone of accessibility in Globalization 4.0. Integrating technology-driven pedagogies and virtual reality tools into curricula transcends physical boundaries, ensuring that education is not confined by geography. Virtual classrooms become gateways to a global community, where students engage in collaborative projects and cultural exchanges. Through these digital platforms, institutions can democratize access to high-quality education, leveling the playing field for learners around the world (Giesenbauer and Müller-Christ, 2020; Rizal *et al.*, 2020).

Measuring Impact and Sustaining Progress

Sustainable progress in the era of Globalization 4.0 necessitates a commitment to measuring the impact of institutional initiatives. This section explores methods for assessing the effectiveness of global education programs, from tracking student outcomes to evaluating the success of collaborative partnerships. By employing rigorous metrics, institutions can refine their strategies, ensuring they remain aligned with the evolving demands of a globally interconnected world (Giesenbauer and Müller-Christ, 2020; Rizal *et al.*, 2020).

Adaptive Policies for a Changing World

The rapid pace of change in Globalization 4.0 demands a commitment to continuous evaluation and

adaptation. Policies and practices must evolve alongside the shifting global landscape. Flexibility is key, enabling institutions to respond swiftly to emerging challenges and opportunities. This adaptability should be ingrained in every facet of education, from curriculum design to administrative protocols. By staying at the forefront of Globalization 4.0, higher education institutions can position themselves as pioneers in shaping the future of learning (Br Sitepu *et al.*, 2020; Rizal *et al.*, 2020).

Ensuring Ethical Considerations in Global Education

As education transcends borders, it is imperative to consider the ethical implications of global initiatives. By prioritizing ethical considerations, institutions uphold the integrity of global education, fostering an environment of trust and mutual respect among diverse stakeholders (Br Sitepu *et al.*, 2020).

Conclusion

In the era of Globalization 4.0, higher education stands at a critical juncture. The path forward lies in a holistic approach that embraces internationalization, cultural proficiency, technological integration, and adaptive policies. Through concerted efforts, institutions can transcend physical and cultural borders, preparing students to thrive in an interconnected world. As higher education redefines its role in this new era, it has the power to shape not only individual futures but also the trajectory of global progress. By seizing this opportunity, institutions can lead the charge towards a future where education knows no bounds (Br Sitepu *et al.*, 2020; Postel-Vinay, 2020).

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