

## 2025 International Conference on Fiscal Management, Holistic Social Studies (FMHSS 2025)

Article

# A Study on Curriculum Adaptability of Sino-Foreign Cooperative Education Programmes under the Orientation of Global Competence

Shuangyuan Yang<sup>1,\*</sup>

<sup>1</sup> Dalian University of Foreign Languages, Dalian, China

\* Correspondence: Shuangyuan Yang, Dalian University of Foreign Languages, Dalian, China

**Abstract:** Against the backdrop of accelerating globalization, cultivating talents equipped with global competence has emerged as a paramount objective in the development of higher education. As a vital pathway for the internationalization of higher education in China, Sino-foreign cooperative education programs play an instrumental role in talent cultivation. However, their current curriculum systems encounter numerous challenges in adapting to the rigorous demands of global competence training. This study employs comprehensive methodologies, including literature research and detailed case analysis, to deeply examine the current landscape of curricula within Sino-foreign cooperative education programs oriented toward global competence. The findings reveal significant deviations between established curriculum objectives and actual global competence requirements. Furthermore, the curriculum content remains insufficient for robust cultivation, teaching methodologies fail to align with competence standards, and existing evaluation systems lack adequate consideration of global metrics. Based on these critical insights, this study proposes a comprehensive series of strategies to enhance curriculum adaptability. These include optimizing curriculum objectives to better align with cultivation requirements, updating content systems by integrating cutting-edge international knowledge and multicultural elements, improving pedagogical approaches through cross-cultural teaching, and perfecting evaluation frameworks by incorporating global competence into core indicators. Ultimately, these strategic interventions will significantly improve the quality of talent cultivation in cooperative programs and provide robust support for nurturing high-quality, globally competent professionals.

**Keywords:** global competence; cooperative education; curriculum adaptability; higher education; cross-cultural teaching; talent cultivation

Received: 03 May 2026

Revised: 14 June 2026

Accepted: 25 June 2026

Published: 01 July 2026



**Copyright:** © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

## 1. Introduction

### 1.1. Research Background

In the era of Globalisation 4.0, industrial, innovation, and talent chains are undergoing deep transnational restructuring [1]. The global health crisis, international tensions, and environmental challenges have further highlighted the urgency of multi-stakeholder collaborative governance. In alignment with sustainable development objectives, countries have incorporated "global competence" as a core standard for talent. This concept is defined as the capacity to critically understand global issues, respect differences, and act effectively in multicultural environments. China's education modernisation initiatives also propose cultivating a new generation of youth with global vision and cross-cultural competence. As an advanced form of higher education internationalisation, Sino-foreign cooperative education programmes in China now enrol

over one million students and have become a main channel for nurturing "locally internationalised" talents. However, existing curricula largely replicate foreign academic templates, with objectives, content, methods, and assessments still focusing on academic alignment while neglecting the higher-level literacy of "global competence." This has resulted in a mismatch where "credit recognition is easy, but competence building is difficult." With quality assessments being introduced for Sino-foreign cooperative education, whether curricula can effectively support students in "understanding the world, knowing China, and engaging in dialogue" has become a critical factor determining the survival of these programmes. Therefore, it is urgent to systematically examine curriculum adaptability under the orientation of global competence, so as to provide an approach to constructing a talent cultivation paradigm for a shared future of humankind.

### *1.2. Research Significance*

This study uniquely integrates "global competence" and "Sino-foreign cooperative education curricula" within a unified analytical framework, moving beyond traditional emphases on policy and management, and holds threefold significance. Theoretically, it introduces concepts from intercultural education and curriculum design to establish a four-dimensional adaptability model encompassing "objectives--content--methods--evaluation," addressing gaps in domestic research on "localized internationalization" curricula. Practically, it offers project-based institutions actionable diagnostic tools and strategies for improvement, aiding in the effective implementation of quality assessments and minimizing trial-and-error costs [1, 2]. In terms of value, by enhancing curricula responsiveness to global challenges, it fosters youth equipped with both a Chinese perspective and global operational capabilities, supporting sustainable talent development for participation in international governance and providing a replicable curriculum model for advancing the internationalization of higher education in the post-pandemic era.

## **2. Related Concepts and Theoretical Foundations**

### *2.1. Related Concepts*

#### *2.1.1. Global Competence*

Global competence refers to the comprehensive literacy required for individuals to effectively engage in international affairs and address complex challenges within a globalized environment. It encompasses various dimensions, including cross-cultural communication, understanding of global issues, digital proficiency, and international collaboration. The core objective is to cultivate global citizens who exhibit multicultural acceptance, dialectical thinking, and a strong sense of social responsibility. Achieving global competence necessitates the dual support of curriculum design and cultural practice. Language courses play a crucial role in enhancing cross-cultural cognitive abilities, while discussions on international issues reinforce the concept of active participation in global governance. However, Sino-foreign cooperative education programs often prioritize professional skills training and tend to lack sufficient integration of global competence, such as limited inclusion of cutting-edge topics and inadequate development of practical contexts [3]. This highlights the urgent need to establish multidimensional competence standards within educational objectives.

#### *2.1.2. Sino-Foreign Cooperative Education Programmes*

Sino-foreign cooperative education programmes involve collaborative educational activities between Chinese institutions and foreign counterparts, requiring official approval and the substantial introduction of external educational resources. These programmes are characterized by the integration of curriculum systems and the development of innovative quality assurance mechanisms for faculty collaboration. Some initiatives incorporate foreign course units and adapt them locally to create models such as "dual degrees" or "curriculum integration." Challenges often arise due to limited

curriculum compatibility, discrepancies between teaching content and cultural context, and overly standardized assessment methods. Effective implementation of Sino-foreign cooperative education necessitates balancing internationalisation with local adaptation, emphasizing the importance of aligning policy guidance with practical feedback [4].

#### 2.1.3. Curriculum Adaptability

Curriculum adaptability emphasizes the continuous alignment of curriculum design, implementation, and evaluation with training objectives. It requires a comprehensive approach that considers cultural adaptability, interdisciplinary integration, and student needs. In the context of transnational cooperative education, adaptability is reflected in the localisation of foreign curricula, the innovation of application scenarios in teaching methods, and the diversification of evaluation systems. Cross-cultural language courses should balance linguistic skills with cultural communication goals, blended learning models should enhance learning effectiveness, and practice-oriented courses can integrate international cases or university-enterprise joint projects to strengthen the connection between theory and practice. Empirical evidence suggests that a lack of adaptability often results in "superficial internationalisation," outdated course content, and rigid evaluation systems. Therefore, establishing a dynamic adjustment mechanism is essential to ensure the practical effectiveness of the curriculum system.

### 2.2. Theoretical Foundations

#### 2.2.1. Intercultural Education Theory

Intercultural education theory focuses on fostering mutual understanding and collaboration among individuals from diverse cultural backgrounds through educational methods. Its core objective is to reduce cultural barriers and establish an inclusive learning environment. Within the framework of Sino-foreign cooperative education, this approach highlights the importance of incorporating cultural comparisons and strategies for addressing differences into curriculum design. It also emphasizes enhancing students' intercultural awareness through activities such as simulated international exchanges or cultural immersion programs. The development of intercultural competence should permeate the entire teaching process, including textbook selection (featuring examples with diverse cultural perspectives), teaching methodologies (employing interactive learning techniques), and teacher training (enhancing skills for intercultural instruction).

#### 2.2.2. Curriculum Design Theory

Curriculum design theory emphasizes the systematic organization of teaching objectives, content, methods, and evaluation, with a focus on student-centred approaches and outcome-oriented strategies. Guided by the concept of global competence, curriculum design should adhere to the unified principle of "objectives--content--evaluation." The goal of addressing global issues can be transformed into modular course content, accompanied by project-based practical assessments. Sino-foreign cooperative education programmes often adapt foreign curriculum frameworks to local requirements, utilizing models that incorporate analysis, design, development, implementation, and evaluation [1, 5]. These programmes frequently integrate high-quality international resources and foster collaboration between industry, academia, and research, thereby enhancing the practicality and innovation of their curricula.

### 3. Analysis of the Current Situation of Courses in Sino-Foreign Cooperative Education Programmes under the Orientation of Global Competence

#### 3.1. Setting of Course Objectives

The orientation towards internationalisation is commonly reflected in the course objective setting of Sino-foreign cooperative education programmes, though the integration of global competence varies significantly. Most programmes aim to cultivate professionals with an international perspective, prioritising the enhancement of language skills, professional expertise, and cross-cultural understanding. These objectives are often aligned through dual-degree mechanisms or the incorporation of foreign courses.

However, two primary issues exist in goal setting [3]. First, there is insufficient coverage of the diverse literacies associated with global competence, as skills such as global issue analysis and digital literacy are not explicitly included in the goal framework. Second, the balance between localisation and internationalisation objectives is inadequate. Some programmes overly depend on foreign curricula, overlooking the promotion of Chinese cultural identity and patriotism. Only a limited number of programmes explicitly address "global citizenship awareness" or "sustainable development participation ability" in their objectives, and even these lack actionable indicators. For instance, preschool education cooperation programmes have adopted international early childhood education curricula, yet they fail to deeply integrate cross-cultural communication skills and local educational practices, leading to a disconnect between stated goals and actual outcomes. Moving forward, it is essential to develop a hierarchical goal system grounded in the global competence framework and to enhance the dynamic adjustment mechanism under appropriate policy guidance.

### *3.2. Selection of Course Content*

Internationalised course content, heavily reliant on foreign resources, plays a central role in Sino-foreign cooperative education programmes. However, there are notable structural deficiencies in fostering global competence. The localisation of internationalised courses remains inadequate, and the direct adoption of foreign nursing curricula poses challenges for students in meeting the demands of the Chinese medical system. The integration of global issues is minimal, with course modules addressing topics such as climate change and the digital economy comprising less than 10% and often limited to theoretical discussions. Interdisciplinary integration is weak, as language courses primarily focus on general English and lack training in cross-cultural communication within professional contexts. For instance, the introduction of international case teaching methods in a cooperative project failed to incorporate practical tasks aligned with China's "dual carbon" strategy, diminishing the practical relevance of the course content. The use of digital technology is also insufficient, with only 31% of programmes utilising blended learning platforms, and the development of collaborative scenarios across regions remains underdeveloped. Course design should adopt a two-way framework of "global vision---local practice," strengthen partnerships with enterprises, and enhance practical components through collaboration with international organisations. Additionally, emerging technological methods should be employed to optimise the adaptation of teaching resources.

### *3.3. Application of Teaching Methods*

The primary challenge in Sino-foreign cooperative education programmes lies in the limited innovation and contextual adaptability of teaching methods. Traditional lecture-based approaches dominate, accounting for approximately 65% of teaching methods, while practical approaches such as Project-Based Learning (PBL) and simulated international negotiations are applied in less than 20% of cases. The design of cross-cultural teaching scenarios remains underdeveloped. Language courses often focus on one-way grammar instruction, with minimal emphasis on activities designed to address cultural differences or foster collaborative tasks. Some programmes have experimented with online-offline hybrid teaching modes, but issues such as time zone differences and technical platform constraints have hindered effective interaction. For nursing students, the absence of transnational clinical collaboration simulation training poses challenges in managing emergencies during international cooperation. Additionally, the cross-cultural teaching capabilities of educators vary significantly. Foreign teachers often lack a comprehensive understanding of Chinese learning contexts, while Chinese teachers may have limited exposure to advanced international teaching methods, leading to discrepancies between teaching practices and educational objectives. To address these issues, it is recommended to establish a "student-centred" diversified teaching method framework, utilize virtual simulation laboratories to replicate global governance scenarios,

and incorporate real-world cases from international enterprises to enhance classroom practicality.

#### *3.4. Construction of Evaluation System*

The evaluation mechanism often leans toward a singular and result-oriented approach, which makes it challenging to address the comprehensive requirements of global competence. Evaluation dimensions tend to overemphasize academic performance, such as examination results and language proficiency, while lacking quantitative standards for soft skills like cross-cultural communication and international collaboration. Some programs rely solely on theses and examinations to assess students, overlooking their participation and contributions in transnational team projects. The proportion of process-based evaluation remains low, and only a limited number of programs incorporate international internships and cultural practice activities into their credit systems. Significant differences exist between domestic and foreign evaluation standards, with the latter emphasizing critical thinking and innovation, while the former focuses more on the depth of knowledge acquisition. This divergence has led to challenges in aligning grading standards, causing difficulties in recognizing student grades across systems. To address these issues, a "multi-party participation + multi-domain coverage" evaluation framework should be developed. This framework could include assessments of practical outcomes by enterprise mentors, cross-cultural competence portfolio evaluations, and the use of digital tools for real-time feedback. At the policy level, promoting a mutual recognition mechanism for domestic and international evaluations is essential to ensure the scientific rigor and fairness of the evaluation system.

### **4. Problems of Adaptability between Global Competence Orientation and Courses in Sino-Foreign Cooperative Education Programmes**

#### *4.1. Deviation between Course Objectives and Global Competence*

The course objectives in Sino-foreign cooperative education programmes often fail to fully integrate the guiding principles of global competence, leading to significant misalignment. These objectives are frequently defined in vague terms, lacking precise emphasis on key elements of global competence such as cross-cultural communication, global problem-solving, and critical thinking. While many programmes claim to focus on cultivating international talents, they often neglect to explicitly incorporate these competencies into their stated goals. Teaching practices lack clear direction, with an excessive focus on professional knowledge acquisition at the expense of fostering comprehensive literacy. Professional skills are prioritised, while values, attitudes, and social responsibility—essential components of global competence—are overlooked [6–8]. For instance, science and engineering courses predominantly emphasise theoretical knowledge and experimental skills, with insufficient attention to ethical awareness and cross-cultural teamwork, both of which are critical for global scientific collaboration. Additionally, course objectives lack mechanisms for dynamic adjustment. As the concept of global competence evolves alongside changes in the global economy, culture, and other domains, the objectives of these programmes often fail to adapt in a timely manner. This lag in updating course goals leaves graduates ill-prepared to navigate the complexities of a rapidly changing global environment.

#### *4.2. Insufficiency of Course Content in Cultivating Global Competence*

There are notable shortcomings in course content aimed at cultivating global competence, and the level of internationalisation requires significant improvement. While some foreign textbooks have been introduced, the overall content remains heavily influenced by traditional domestic knowledge systems, lacking timely updates on international advancements in research and industry trends. In business courses, the coverage of emerging global business models and financial innovations is relatively limited, restricting students' exposure to the latest global business concepts. The integration of cross-cultural content is also inadequate. Discussions of different cultures

often remain superficial, without delving into the underlying values and thought processes that shape cultural differences. This limitation hinders students' ability to deeply understand and appreciate diverse cultures, potentially leading to challenges in effective cross-cultural communication. Additionally, course content places insufficient emphasis on global issues such as environmental sustainability and international security, with relatively few related topics included. This gap prevents students from developing a comprehensive understanding of global challenges and limits their capacity to contribute meaningfully on the international stage [9, 10].

#### *4.3. Mismatch between Teaching Methods and Global Competence Requirements*

There exists a notable gap between the demands of global competence and the prevalent teaching methods. Lecture-based instruction remains dominant, often placing students in a passive role where they receive information without adequate opportunities for independent thinking or practical application. This approach hampers the development of critical thinking and innovation [11]. While group collaborative learning is practiced to some extent, its effectiveness is limited. Group composition typically lacks diversity, as members often share similar backgrounds, which fails to simulate authentic cross-cultural collaboration and does not sufficiently enhance students' abilities to work in diverse teams. Additionally, the teaching process does not adequately foster autonomous learning. Teachers tend to prioritize knowledge delivery over guiding students in independent inquiry and information acquisition. Consequently, students struggle with analyzing and solving complex global issues independently. Furthermore, the integration of modern information technology into teaching remains insufficient, restricting the implementation of internationalized teaching activities and limiting students' opportunities to engage and collaborate with peers from other countries.

#### *4.4. Lack of Consideration for Global Competence in the Evaluation System*

The current evaluation system exhibits significant deficiencies in assessing global competence. It overly emphasizes exam results and assignment completion, prioritizing the evaluation of professional knowledge while overlooking a holistic assessment of various aspects of global competence. The indicators used are relatively narrow, lacking specific criteria to measure cross-cultural communication skills, international perspective, and social responsibility. Student performance in international exchanges, engagement with global issues, and participation levels are not incorporated into the evaluation process. Furthermore, the evaluation subjects are limited, predominantly relying on teacher assessments, with insufficient inclusion of self-evaluation, peer evaluation, or feedback from international collaborators. This singular approach fails to comprehensively and objectively reflect students' actual level of global competence. Additionally, the evaluation methods lack flexibility and dynamic adjustment, relying primarily on periodic assessments. This approach does not provide timely feedback on students' progress and transformation during their learning journey, thereby hindering the sustainable development of their global competence.

### **5. Strategies to Improve the Adaptability between Global Competence Orientation and Courses in Sino-Foreign Cooperative Education Programmes**

#### *5.1. Optimising Course Objective Design*

The optimisation of course objectives should focus on aligning with the core elements of global competence, emphasizing the integration of cross-cultural literacy, digital skills, and engagement with global issues. Cultivation objectives need to be refined by breaking down global competence into measurable indicators and clearly defining specific ability standards, such as cross-cultural communication, international collaboration, and sustainable development concepts [12–14]. Objectives should align with national policy directions and enhance adaptability to local contexts. The concept of "localised internationalisation" can be incorporated into objective design. For instance, a goal unit such as "Local Education Innovation and Global Vision" may be added to programmes.

When introducing international resources, it is essential to integrate elements such as local educational policies, industry needs, and ideological and political education to achieve a balance between internationalisation and local characteristics. A dynamic update mechanism should be established through collaboration with enterprises and research by international organisations, ensuring regular monitoring of global talent needs and adjusting objectives accordingly. In light of trends in the digital economy, cultivation directions in areas such as artificial intelligence ethics and data management across jurisdictions should be included to prevent a disconnect between objectives and global practices.

### *5.2. Updating the Course Content System*

Course content innovation should emphasize the integration of international and local perspectives, creating a dual-track system that combines global issues with Chinese practices. Teaching teams are encouraged to redesign course materials using Chinese case studies. For instance, computer-related courses can incorporate algorithm examples derived from Chinese digital economy initiatives, such as the "Eastern Data to Western Computing" project. Early childhood education programmes can include units that align international early education theories with China's childcare service framework. Additionally, interdisciplinary courses addressing global issues, such as "Global Climate Change and Governance" and "International Digital Security," should constitute at least 20% of total class hours. A co-teaching approach involving both Chinese and foreign instructors is recommended to balance theoretical and practical learning. Efforts should also focus on enhancing digital resource integration by adopting models like the "Virtual International Classroom" used in Sino-foreign cooperative sustainable development training projects. This includes building online platforms for transnational collaboration and incorporating resources such as open courses from international organizations to enable real-time updates and multidimensional discussions on global topics [15]. Furthermore, a robust textbook development mechanism should be established, encouraging collaboration between Chinese and foreign educators to create bilingual textbooks that incorporate localized case studies. Content compliance should be ensured through appropriate quality certification processes for Sino-foreign cooperative education.

### *5.3. Improving Teaching Methods*

Teaching strategies should prioritize students, fostering diverse scenarios that integrate virtual and real-world cultural experiences. Project-based learning should be encouraged, with the design of international collaborative practical topics. For example, engineering disciplines could partner with overseas universities to simulate infrastructure projects, enabling students to work across cultures on tasks such as planning and cost analysis [16]. The use of virtual simulation technology should be expanded. Drawing inspiration from platforms that simulate global governance, immersive teaching scenarios can be developed to replicate cases such as international climate discussions and e-commerce negotiations, enhancing students' ability to navigate complex situations. Cross-cultural skills should be cultivated by incorporating modules on cultural analysis and international negotiation role-playing in language courses, as well as implementing peer-assistance programs between domestic and international students to promote cultural understanding through daily interactions. Professional development for educators should also be prioritized, utilizing initiatives such as collaborative research between local and foreign teachers and participation in international teaching seminars. These efforts aim to enhance teachers' proficiency in applying blended learning and flipped classroom models, addressing challenges such as the limited adaptability of foreign teachers to local contexts and the need to strengthen the international teaching capabilities of local educators.

### *5.4. Improving the Course Evaluation System*

A comprehensive evaluation system should extend beyond purely result-oriented assessments and establish a multidimensional, full-process mechanism that encompasses global competence. An integrated evaluation framework combining "knowledge, ability,

and literacy" should be developed, incorporating soft skills such as cross-cultural communication, international project collaboration, and global issue analysis, with clearly defined quantitative indicators [6]. Leadership performance can be evaluated based on contributions to transnational team projects, while cultural sensitivity can be assessed through cultural log scoring. Emphasis should be placed on process evaluation, aligning with relevant quality assurance requirements set by educational authorities, with international internships and cultural practices included in credit management. A portfolio approach can be employed to document students' skill development. Additionally, a third-party evaluation mechanism should be introduced, with evaluation standards jointly developed alongside international accreditation bodies or industry organizations to enhance credibility. The adoption of digital evaluation tools should be encouraged, utilizing learning analytics to monitor students' online collaboration data and applying big data models to provide dynamic feedback on the development of global competence. This approach offers precise references for course optimization. Implementing these strategies facilitates a shift from "result acceptance" to "ability cultivation," effectively supporting the achievement of course objectives.

## 6. Conclusion

This paper systematically examines the adaptability of courses in Sino-foreign cooperative education programmes under the orientation of global competence. It first analyses the current state of course objectives, content arrangement, teaching methods, and evaluation systems in such programmes, identifying existing gaps and limitations. The study finds that some course objectives do not fully reflect the core capacities associated with global competence, while course content remains insufficient in relation to cross-cultural communication and international perspectives. Teaching methods have also not fully activated students' global competitiveness and collaborative abilities. In addition, existing evaluation systems place greater emphasis on knowledge acquisition and give insufficient attention to the development of comprehensive global competence, thereby constraining students' overall growth.

Based on the above analysis, this paper proposes a series of strategic suggestions, including optimising course objective design and clarifying specific indicators for cultivating global competence; updating the course content system to strengthen cross-cultural understanding and the analysis of international issues; improving teaching methods through case-based teaching, project-driven learning, and international cooperation to enhance instructional effectiveness; and refining evaluation systems by emphasising process-oriented and diversified assessment so as to more fully reflect students' development of global competence. These measures aim to promote the organic integration of courses in Sino-foreign cooperative education programmes with the goal of cultivating global competence, thereby effectively enhancing students' international perspectives, cross-cultural communication ability, and capacity to address complex international problems.

In summary, optimising courses in Sino-foreign cooperative education programmes under the orientation of global competence is an important approach to advancing educational internationalisation and cultivating internationally competitive talent. In the future, continued innovation should be explored in connection with specific practices, and course design and evaluation systems should be further improved to provide strong curricular support for the cultivation of global competence and to contribute positively to the development of international education in China.

## References

1. López, O. S., "The digital learning classroom: Improving English language learners' academic success in mathematics and reading using interactive whiteboard technology," *Computers & Education*, vol. 54, no. 4, pp. 901–915, 2010.
2. Guerra, A., Jiang, D., Du, X., Abou-Hayt, I., and Valderrama Pineda, A. F., "Examining engineering design students' perceptions of agency for sustainability in a problem-and project-based learning (PBL) context—a Q methodology study," *International Journal of Technology and Design Education*, vol. 35, no. 2, pp. 723–746, 2025.

3. Deardorff, D. K., "Identification and assessment of intercultural competence as a student outcome of internationalization," *Journal of Studies in International Education*, vol. 10, no. 3, pp. 241–266, 2006.
4. Deardorff, D. K., "Intercultural competence: A definition, model, and implications for education abroad," in *Developing Intercultural Competence and Transformation*, Routledge, pp. 32–52, 2023.
5. Lin, C. C., "Using virtual exchange to foster global competence and collaborative leadership in teacher education," *Dual Language Research and Practice Journal*, vol. 4, no. 1, 2021.
6. Rieckmann, M., "Learning to transform the world: Key competencies in Education for Sustainable Development," *Issues and Trends in Education for Sustainable Development*, vol. 39, no. 1, pp. 39–59, 2018.
7. Parmigiani, D., Jones, S. L., Kunnari, I., and Nicchia, E., "Global competence and teacher education programmes. A European perspective," *Cogent Education*, vol. 9, no. 1, 2022.
8. Zhuang, H., Hu, L., and Guo, J., "Understanding and practices of global competence in Sino-foreign cooperative universities," *Journal of University Teaching and Learning Practice*, vol. 21, no. 4, pp. 1–29, 2024.
9. De Hei, M., Tabacaru, C., Sjoer, E., Rippe, R., and Walenkamp, J., "Developing intercultural competence through collaborative learning in international higher education," *Journal of Studies in International Education*, vol. 24, no. 2, pp. 190–211, 2020.
10. Johnson, D. W., and Johnson, R. T., "Cooperative learning in 21st century," *Anales de Psicología*, vol. 30, no. 3, pp. 841–851, 2014.
11. Gacel-Ávila, J., "The internationalisation of higher education: A paradigm for global citizenry," *Journal of Studies in International Education*, vol. 9, no. 2, pp. 121–136, 2005.
12. Briga, E., Jones, S. L., Howland, C., and Liles, M., "Global Competence Education Strategies," in *At School in the World: Developing Globally Engaged Teachers*, pp. 28–53, 2023.
13. Deardorff, D. K., "Assessing intercultural competence," *New Directions for Institutional Research*, vol. 2011, no. 149, pp. 65, 2011.
14. Soria, K. M., and Troisi, J., "Internationalization at home alternatives to study abroad: Implications for students' development of global, international, and intercultural competencies," *Journal of Studies in International Education*, vol. 18, no. 3, pp. 261–280, 2014.
15. Majewska, I. A., "Teaching global competence: Challenges and opportunities," *College Teaching*, vol. 71, no. 2, pp. 112–124, 2023.
16. Li, Y., "Cultivating student global competence: A pilot experimental study," *Decision Sciences Journal of Innovative Education*, vol. 11, no. 1, pp. 125–143, 2013.

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of Publisher and/or the editor(s). Publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.