Exploring the Use of a Culturally Responsive Pedagogy in Practice: Perception and Knowledge Performance With the CARE² Model

Karen K. Fujii, Niels Brock Copenhagen Business College, Denmark
Natalie Perez, University of Hawaii, United States

The European Conference on Education 2026
Official Conference Proceedings

Abstract

International learning environments are a defining feature of contemporary higher education and require instructional approaches that intentionally address cultural diversity to support student success (Leask, 2015). This study examines the implementation of the Fujii and Perez (2025) CARE² model, a culturally responsive pedagogical framework, in undergraduate marketing courses at a higher education institution in Denmark. The study draws on multiple data sources, including learner surveys on CARE² model perceptions, self-reported technology capability measures collected pre-post, knowledge-based assessments, and final exam performance. The findings indicate strong learner perceptions of the CARE² model (M = 4.07/5, SD = 0.60), with Instructor Support and Meaningful Content rated highest, and Cultural Relevance and Timely Feedback comparatively lower. Significant improvements were observed in 8 of 12 technology skill areas, particularly in submitting online assessments, creating presentations, and using presentation tools ($p < .05$ to $p < .001$), alongside a substantial reduction in technology-related anxiety. Academic performance averaged 55.7% (SD = 12.0), with a 67.6% pass rate. Pre-intervention technology skills were not associated with academic performance. Overall, findings indicate that the CARE² model is associated with positive learner perceptions, meaningful growth in self-reported technological capabilities, and improved confidence in navigating digital learning environments, supported by multiple forms of assessment data.

Keywords: culturally-responsible pedagogy, learner experience, educational evaluation, CARE² model, international learning environments

Introduction

The internationalization of higher education has created increasingly diverse learning environments characterized by linguistic, cultural, and technological differences (Leask, 2015). While this diversity enriches higher education, it also presents pedagogical challenges, particularly for learners with varying levels of experience with digital technologies, Western assessment practices, and the academic conventions of host institutions. Consequently, educators must design learning experiences that are both academically rigorous and responsive to learners' diverse cultural and educational backgrounds.

Culturally responsive pedagogy (CRP) offers a well-established framework for addressing these challenges by affirming learners' cultural identities, drawing on prior knowledge, and supporting their participation in new academic communities (Gay, 2000; Ladson-Billings, 1995). Although CRP has gained increasing attention in higher education, empirical evaluations remain limited, particularly in undergraduate settings and non-English-speaking host countries. Existing research has largely been theoretical or descriptive, with few studies examining the effects of culturally responsive interventions on multiple outcomes, including technological capability, academic performance, and learner confidence.

The CARE² model (Fujii & Perez, 2025) was developed to operationalize culturally responsive pedagogy in higher education. Derived through iterative qualitative analysis across multiple learner cohorts, the framework organizes eight instructional principles into four dimensions: Culture and Collaboration, Agency and Agility, Relevance and Repetition, and Engagement and Evaluation. Integrating culturally responsive pedagogy with cognitive science, learner engagement, and formative assessment, the model provides a structured framework for designing instruction that supports diverse learners.

This study evaluates the implementation of the CARE² model in undergraduate marketing courses at a higher education institution in Denmark serving primarily learners from Nepal and Bangladesh. Because many learners entered the course with limited experience using digital technologies and laptop-based assessments, the study examines whether the model was associated with improvements in technological capability, academic performance, and learner perceptions. The following research questions guided the study:

1. How do undergraduate learners in an international higher education context perceive the components of the CARE² model, and which dimensions are rated most and least favorably?
2. To what extent are learners' self-reported technological capabilities associated with significant change following a CARE² model-informed instructional intervention?
3. What is the relationship between learners' pre-intervention technology skill levels and their academic performance on knowledge-based assessments?

Literature Review

Internationalization and the Challenge of Cultural Diversity in Higher Education

The internationalization of higher education has created increasingly diverse learning environments, presenting both opportunities and pedagogical challenges. Leask (2015) argues that meaningful internationalization requires more than increasing international enrollment; it requires adapting curriculum, pedagogy, and assessment to support equitable participation. Without such changes, institutions risk reinforcing existing inequities. Research shows that

international learners, particularly those from South and Southeast Asia, often face challenges beyond language, including unfamiliarity with student-centered learning, expectations of independent critical thinking, and digitally mediated assessment systems common in Western universities (Montgomery, 2010; Ryan, 2011). For learners from educational contexts emphasizing teacher-directed instruction and paper-based assessment, this transition can be a significant academic and technological adjustment.

Culturally Responsive Pedagogy (CRP)

Culturally responsive pedagogy (CRP), grounded in the work of Gay (2000) and Ladson-Billings (1995), challenges deficit-based views of learner diversity by recognizing cultural knowledge, prior experiences, and ways of learning as instructional assets. Gay (2000) emphasized the use of learners' cultural frames of reference to make learning more relevant and effective, while Ladson-Billings (1995) highlighted academic success, cultural competence, and critical consciousness as central goals of responsive teaching. Although initially developed within U.S. K–12 contexts, CRP has been extended to higher education and international settings, where scholars emphasize the importance of recognizing learners' cultural, linguistic, and social resources (Hockings, 2010; Mthethwa-Sommers, 2014). Research suggests that culturally responsive approaches can enhance both learner experiences, including motivation and belonging, and academic outcomes, particularly for learners whose backgrounds differ from dominant institutional norms (Gay, 2018; Sleeter, 2012). This dual emphasis on equity and achievement provides the theoretical foundation for the present study.

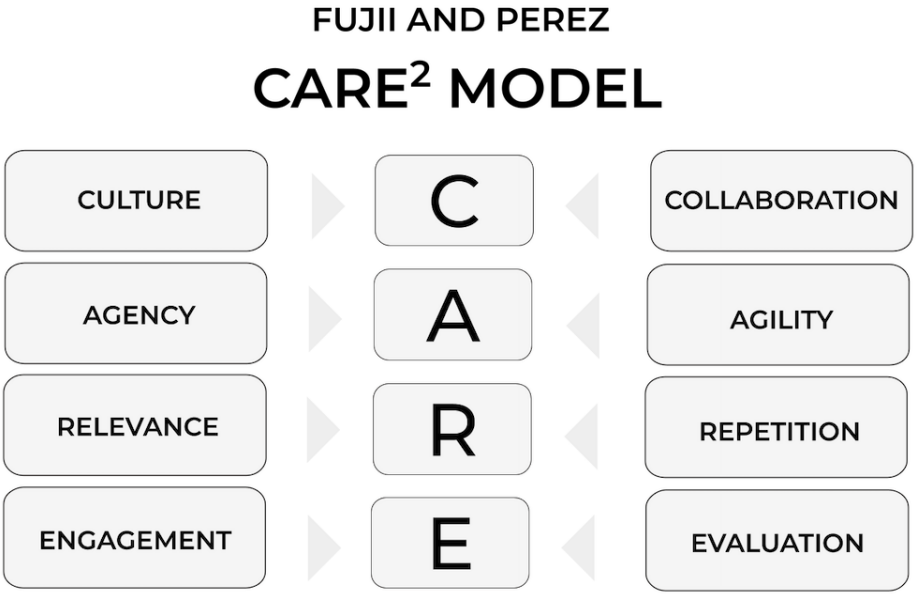
The CARE² Model: A New Culturally Responsive Pedagogy

The CARE² model, developed by Fujii and Perez (2025), is a theoretically grounded and empirically derived framework for designing culturally responsive learning experiences in higher education. It comprises eight instructional principles organized into four dimensions: Culture and Collaboration, Agency and Agility, Relevance and Repetition, and Engagement and Evaluation (see Figure 1). Together, these dimensions balance cultural affirmation with collaborative learning, learner autonomy with instructional adaptability, meaningful contextualization with cognitive reinforcement, and sustained engagement with formative assessment.

- **Culture and Collaboration (C)** positions learners' cultural backgrounds as instructional assets rather than barriers. Consistent with Gay (2000), the model encourages educators to draw on learners' prior experiences and cultural knowledge while fostering collaborative learning communities that support academic engagement across diverse backgrounds (Johnson & Johnson, 2009).
- **Agency and Agility (A)** emphasizes both learner autonomy and instructional flexibility. Agency promotes learner ownership of learning, enhancing motivation and engagement (Reeve, 2012; Ryan & Deci, 2000), while agility highlights the instructor's ability to adapt instruction in response to learners' evolving needs. Together, these principles reflect culturally responsive teaching as an iterative and adaptive practice.
- **Relevance and Repetition (R)** integrates culturally meaningful instruction with evidence-based learning principles. Connecting content to learners lived experiences enhances motivation (Hammond, 2015; Keller, 1987), while repeated exposure across varied contexts strengthens long-term retention and transfer (Cepeda et al., 2006; Sweller, 1988). This combination is particularly valuable for international learners navigating unfamiliar linguistic, cultural, and technological environments.

- **Engagement and Evaluation (E)** views assessment as an integral component of learning rather than a separate endpoint. The model promotes behavioral, cognitive, and affective engagement (Fredricks et al., 2004) while emphasizing formative assessment and feedback to support learning (Hattie & Timperley, 2007). For international learners, making assessment expectations explicit and dialogic further enhances learning and equity (Carless, 2006).

Figure 1
Fujii & Perez CARE² Model



Digital Equity and Technological Capability in International Higher Education

Digital equity has become an increasingly important consideration in international higher education, reflecting disparities in learners' access to, familiarity with, and confidence using digital technologies. The rapid expansion of digitally mediated learning, accelerated by the COVID-19 pandemic, has highlighted how differences in technological preparedness can disadvantage learners with limited prior experience using computers, learning management systems, and digital productivity tools (Bond et al., 2021; Czerniewicz et al., 2020). These disparities are shaped less by learners' academic ability than by their prior educational opportunities and access to digital infrastructure (Henderson et al., 2017). As a result, treating technological skill gaps as individual deficits rather than structural inequities risks reinforcing existing disadvantages.

Technological confidence also plays an important role in academic success. Technology anxiety can impair performance on digital assessments by increasing cognitive load, even among learners with adequate technical skills (Chua et al., 1999; Compeau & Higgins, 1995). Conversely, instructional approaches that reduce anxiety while building digital competence can improve engagement and academic performance. Culturally responsive pedagogy may be particularly effective in supporting these transitions by explicitly scaffolding learners' technological development rather than assuming digital fluency as a prerequisite for learning.

Methodology

Research Design

This study used a mixed-methods design integrating quantitative measures of learner perceptions, technological capability, and academic performance with qualitative open-ended survey data. A concurrent triangulation approach was used, with both data strands collected during the same period and integrated during interpretation to provide a more comprehensive understanding of learner experiences (Creswell & Clark, 2018). The study was conducted in a naturalistic educational setting without random assignment or a control group, prioritizing contextual understanding and ecological validity over experimental control (Lincoln & Guba, 1985).

Setting and Participants

The study was conducted at a higher education institution in Denmark that offers undergraduate programs specifically designed for international learners. The courses examined were undergraduate marketing courses delivered in English. Participants were undergraduate learners enrolled across the study period, the majority of whom were nationals of Nepal and Bangladesh. The total number of learners surveyed was approximately 105. For the pre-post technology capability analysis, 92 matched pairs were retained, that is, participants for whom complete data were available at both the pre-intervention and post-intervention measurement points. The academic performance analysis was conducted on the subset of learners who completed the course's assessed component.

The CARE² Model Instructional Intervention

The intervention examined the implementation of the CARE² model in an undergraduate marketing course. The framework organizes culturally responsive instruction around four dimensions: Culture and Collaboration, Agency and Agility, Relevance and Repetition, and Engagement and Evaluation (Fujii & Perez, 2025). Implementation included culturally relevant content, scaffolded digital and assessment tasks, timely formative feedback, and collaborative learning activities. The blended course used Moodle for course materials, LearningZone for assessment submission, and Microsoft PowerPoint for presentations. Supporting learners' use of these technologies was an integral component of the CARE² model approach, reflecting its focus on the intersection of cultural responsiveness and digital equity.

Data Sources and Measures

Data were collected from four sources: the CARE² model perception survey, pre- and post-intervention technology capability assessments, a knowledge-based course assessment, and final examination performance.

- **CARE² Model Perception Survey.** Learner perceptions were measured using a nine-item, five-point Likert survey (1 = Strongly Disagree to 5 = Strongly Agree) assessing the model's core dimensions: cultural relevance, instructor support, meaningful content, and timely feedback. Descriptive statistics (means and standard deviations) were calculated for each item, the overall scale, and internal consistency was evaluated using Cronbach's alpha.
- **Technology Capability Self-Assessment (Pre/Post).** Technological capability was measured using a 12-item, five-point self-assessment administered before and after the

intervention. Items assessed confidence using course technologies, including PowerPoint, Moodle, LearningZone, online research tools, and ChatGPT. Composite technology scores were calculated by averaging item responses at each time point. Participants also identified their primary technology-related challenges and provided open-ended reflections on their learning experiences.

- **Knowledge-Based Assessment.** Academic performance was measured using scores on Assessment 2 (A2), a course-embedded assessment graded as a percentage with a passing score of 50%. Because A2 was part of the regular course rather than a researcher-developed instrument, it provides an authentic measure of academic achievement.

Analytical Approach

Quantitative data were analyzed using descriptive and inferential statistics. Pre- and post-intervention technology capability scores were compared using Wilcoxon signed-rank tests, with matched-pairs rank-biserial correlation (r) reported as the effect size. Spearman's rank correlation (ρ) was used to examine the relationship between pre-intervention technology capability and academic performance. Statistical significance was set at $p < .05$. In addition, qualitative responses were analyzed thematically using Braun and Clarke's (2006) six-phase approach. Analysis focused on learners' descriptions of technology-related challenges, confidence, and engagement before and after the intervention. Qualitative findings were integrated with the quantitative results to provide contextual insight into observed statistical patterns.

Results

The results are presented across four interrelated strands, corresponding to the study's data sources and research questions: learner perceptions of the CARE² model instructional model, pre- and post-intervention technology capability, laptop challenge profiles, and academic performance outcomes including subgroup analyses by country of origin. Qualitative data from open-ended survey responses are integrated throughout to contextualize and deepen the quantitative findings.

Learner Perceptions of the CARE² Model

Survey responses from 96 learners indicated consistently positive perceptions of the CARE² model instructional approach. The overall mean was 4.07 out of 5.00 (SD = 0.60), with at least 70% of respondents selecting *Agree* or *Strongly Agree* for every survey item. Collaboration (Instructor) (M = 4.24) and Relevance (M = 4.22) received the highest ratings, while Evaluation (M = 3.97) and Culture (M = 3.89) were rated slightly lower but remained favorable. The comparatively lower rating for Culture, a core dimension of the CARE² model framework, is examined further in the discussion. In addition, qualitative responses collected post-intervention reinforced the quantitative perception data, with learners frequently commenting on the quality of instruction and their growing sense of engagement with course material. Representative responses included reflections such as “I love the way you teach us any topic” and “I find it interesting in your class,” suggesting that positive perceptions extend beyond task completion to encompass affective engagement with the learning environment.

Pre-Post Intervention Change

Matched pre- and post-intervention technology capability data were available for 92 learners. As shown in Table 1, statistically significant improvements were observed in 8 of the 12 technology skills assessed. The largest gains were in LearningZone assessment submission, inserting images into PowerPoint, and creating PowerPoint presentations, all with large effect sizes. Significant improvements were also found for library database use, overall digital skills, Moodle navigation, saving PowerPoint files, familiarity with emerging technologies such as ChatGPT, and internet searching. No significant changes were observed for narrating PowerPoint presentations, private email use, or comfort with learning new technology. See Table 1.

Table 1
Pre/Post Technology Self-Assessment Results

Items	Pre Mean	Post Mean	Delta Change	Effect (r)	Significance (p)
PPT: Make presentation	3.16	4.12	+0.96	0.64	$p < .05$
PPT: Insert images	3.55	4.73	+1.18	0.77	$p < .05$
PPT: Narrate	3.25	3.50	+0.25	0.00	Not significant
PPT: Save as .pptx	3.63	4.47	+0.84	0.53	$p < .05$
Private email use	3.24	3.33	+0.09	0.08	Not significant
Digital skills self-rating	3.10	3.55	+0.46	0.46	$p < .05$
Comfort learning new tech	3.46	3.60	+0.14	0.12	Not significant
Navigate Moodle	3.71	4.21	+0.50	0.48	$p < .05$
Submit online (LearningZone)	2.55	3.96	+1.40	0.76	$p < .05$
Follow new tech (ChatGPT)	3.33	3.57	+0.24	0.23	$p < .05$
Internet search confidence	3.39	3.61	+0.22	0.21	$p < .05$
Library database confidence	2.65	3.40	+0.75	0.51	$p < .05$

Notably, no significant improvement was observed for presentation narration despite gains in other presentation skills, nor did comfort with learning new technology change substantially.

These findings suggest the intervention was more effective at developing task-specific digital competencies than at building broader technology confidence. Overall, the CARE² model-informed approach was associated with significant gains across most digital skill areas, particularly those directly related to course assessments, including online submission, presentation development, and digital resource use.

Laptop Challenge: Shifts in Self-Reported Difficulties

Complementing the item-level findings, the laptop challenge data showed a marked decline in technology-related anxiety. Learners identifying nervousness or inexperience as their primary challenge decreased from 52 to 24 (54%), while those reporting no challenges increased from 28 to 37. These results align with the technology capability findings, suggesting the intervention was associated with both improved digital skills and reduced technology-related anxiety.

The qualitative data lend texture to this pattern. Pre-intervention responses were characterized by candid expressions of apprehension and unfamiliarity: learners described having "never been using a laptop in class" and feeling "pretty nervous about assessments," with several noting that digital tools such as PowerPoint were ones they were "not able to use perfectly." One learner situated this difficulty explicitly within a cross-national educational context: "As in Nepal we use a different system… not much used to computers." These responses reflect not simply a lack of technical skill but a deeper experience of cultural and pedagogical displacement that the CARE² model framework was designed to address. Post-intervention qualitative responses indicated a clear shift in register, from anxiety and unfamiliarity toward confidence, curiosity, and positive affect. Learners described having "learned to access so many things on the laptop than before" and reported "gaining a lot of knowledge about the laptop and assessment." The provisional quality of some responses, "going pretty smoothly but it will take a bit more to get a good grip," reflects an honest and grounded sense of growth that falls short of mastery, which is arguably more credible and more informative than uniformly enthusiastic responses would be.

Assessment upload anxiety remained a persistent challenge. Although LearningZone submission skills improved significantly, 34 learners reported upload-related difficulties at both measurement points. This difference may reflect the gap between perceived competence in practice settings and anxiety during high-stakes assessment submission. At baseline, 30% of learners preferred paper-based submission and 42% were uncertain, highlighting the significant digital transition faced by the cohort and providing context for both the observed gains and remaining challenges.

Overall Performance and Technology Capability

Assessment 2 (A2) grades averaged 55.7% (SD = 12.0), ranging from 31% to 78%. The overall pass rate was 67.6%, with 16.2% of learners achieving A-level grades (≥70%), indicating moderate achievement with substantial individual variation. Spearman's rank correlation showed no significant relationship between pre-intervention technology capability and academic performance ($\rho = 0.02$, ns). This suggests that initial differences in digital skills did not predict academic outcomes, indicating that the CARE² model-informed scaffolding may have helped reduce the impact of prior technological preparedness on learner success.

Discussion

This study examined the implementation of the CARE² model within an international higher education context characterized by substantial cultural, linguistic, and technological diversity. Across quantitative and qualitative findings, the results suggest that the CARE² model-informed instructional approach was associated with positive learner perceptions, meaningful growth in several forms of technological capability, and the mitigation of inequities that might otherwise have emerged from differential levels of prior digital preparedness. Taken together, the findings contribute to growing evidence that culturally responsive pedagogy in higher education can support not only affective and relational dimensions of learning but also measurable forms of academic and technological adaptation in internationally diverse classrooms.

Learner Perceptions and the Relational Foundations of CARE² Model

Positive learner perceptions across all CARE² model dimensions suggest that learners experienced the instructional environment as supportive, relevant, and engaging. The strongest ratings for instructor collaboration and content relevance align with research on culturally responsive pedagogy that emphasizes relational trust, instructor accessibility, and meaningful learning connections (Gay, 2000; Ladson-Billings, 1995). In international contexts, these factors may be especially important as learners navigate unfamiliar linguistic, technological, and academic systems. The high relevance rating further suggests that learners perceived course activities as connected to their experiences and goals, supporting engagement despite initial technological challenges (Hammond, 2015).

The Culture dimension received the lowest rating, although it was still evaluated positively. This finding may suggest that while learners experienced strong support and relevance, deeper integration of cultural identities and perspectives was less visible. Culturally responsive pedagogy requires more than accommodation; it involves intentional attention to cultural assumptions within curriculum, communication, participation, and assessment practices (Gay, 2018; Hockings, 2010). In transnational settings, learners may distinguish between feeling supported within an existing system and seeing their cultural knowledge meaningfully represented within that system. This distinction highlights the need for continued refinement of culturally responsive frameworks in international higher education.

Technological Capability Growth and Digital Equity

A key finding was the substantial improvement in technological capability, with significant gains in eight of twelve assessed skill areas. The largest improvements occurred in competencies directly related to course participation and assessment, including online submission, PowerPoint development, image insertion, and learning management system navigation. These findings suggest that digital preparedness should be viewed as a developmental capacity that can be supported through responsive instructional design rather than a fixed prerequisite for academic success.

This finding contributes to digital equity research by challenging deficit-based interpretations of technological gaps among international learners (Bond et al., 2021; Czerniewicz et al., 2020). Although many learners entered the course with limited experience in digitally mediated learning environments, structured support enabled meaningful growth, reinforcing the view

that technology disparities are often shaped by educational context and access rather than individual ability (Henderson et al., 2017).

Qualitative responses further indicated that learners' challenges extended beyond technical skills to include uncertainty and anxiety associated with unfamiliar academic technologies and practices. This suggests that digital adaptation in international higher education involves navigating new technological, cultural, and institutional expectations simultaneously. The reduction in reported nervousness and inexperience also indicates that the intervention may have reduced technology-related anxiety, which can independently affect performance by increasing cognitive load (Compeau & Higgins, 1995). Through scaffolding, repeated exposure, and normalization of uncertainty, culturally responsive instruction may support both digital competence and learner confidence.

Persistence of Assessment Submission Anxiety

Despite overall gains, persistent anxiety surrounding formal assessment uploads remains an important finding. Although learners reported improved competence with online submission systems, many continued to experience upload-related concerns, highlighting a distinction between technical ability and confidence under high-stakes conditions. For international learners navigating unfamiliar institutional systems, academic expectations, and digital assessment practices, confidence is shaped not only by procedural skill but also by trust, predictability, and perceived risk. These findings suggest that digital submission should be treated as a learning process rather than an administrative task. Institutions may benefit from repeated, embedded practice opportunities that simulate authentic assessment conditions. The CARE² model principles of Repetition and Evaluation are particularly relevant, as ongoing guided exposure may reduce anxiety associated with high-stakes digital tasks.

Technology Preparedness and Academic Equity

Perhaps the most theoretically significant finding was the absence of a meaningful relationship between pre-intervention technology capability and academic performance. Learners with lower initial digital confidence did not perform worse than peers with stronger technological backgrounds, suggesting that prior digital preparedness did not determine academic outcomes when appropriate scaffolding was provided. These finding challenges deficit-based views of digital readiness and highlights the equity potential of culturally responsive instructional design. Rather than requiring learners to arrive with institutionally valued technological skills, the CARE² model-informed approach supported learners in developing these competencies during the course, reducing the extent to which prior access and experience shaped academic success. More broadly, the findings suggest that equitable internationalization requires not only diverse enrollment but also instructional structures that enable meaningful participation.

Implications for International Higher Education

Several implications were identified from these results for institutions serving internationally diverse learners. First, culturally responsive pedagogy may extend beyond its traditional K-12 applications by providing a framework for addressing the cultural and technological transitions experienced by international university learners. The findings suggest that such approaches can support both learner engagement and the development of digital competencies required for academic participation. Second, digital equity should be embedded within curriculum design rather than treated as a separate support concern. Equitable instruction requires intentional

scaffolding of digital practices, expectations, and confidence, not simply access to technology. Finally, internationalization should be viewed not only as demographic diversification but as pedagogical transformation requiring instructional systems that respond to differences in learners' educational backgrounds, technological experiences, and cultural approaches to learning.

Limitations and Future Research

This study has several limitations. The non-experimental design and the absence of a control group limit causal claims, as observed improvements may reflect maturation, increased exposure to technology, or other contextual factors. Self-reported technology measures may also be influenced by subjective interpretation, suggesting future research should incorporate performance-based assessments of digital competence. Additionally, the single institutional and disciplinary context limits generalizability. Future research should examine the CARE² model framework across disciplines, institutions, and cultural contexts using longitudinal and comparative designs. Further investigation of the Culture dimension is particularly warranted to understand how learners experience cultural responsiveness and how cultural integration, representation, communication, and assessment practices influence learners' sense of belonging and achievement.

Conclusion

The findings of this study suggest that the CARE² model is a promising framework for supporting international learners as they navigate culturally and technologically unfamiliar higher education environments. Learners reported positive perceptions of the instructional environment, demonstrated meaningful growth across multiple domains of technological capability, and achieved academic outcomes that were not systematically constrained by their initial levels of digital preparedness. Together, these findings support the argument that culturally responsive pedagogy in higher education can serve not only as an inclusive teaching philosophy but also as a mechanism for promoting digital equity and reducing structural barriers to participation. In increasingly internationalized universities, the challenge is no longer simply whether institutions can recruit globally diverse learners, but whether they can design learning environments in which those learners can participate fully and equitably. The present findings suggest that culturally responsive and technologically scaffolded instructional design may be an important part of that answer.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The authors used Grammarly for proofreading and language refinement, and OpenAI to simplify research questions for presentation consistency. Qualitative analyses involved inter-coder review, with themes finalized through coder agreement and supplemented by automated validation using OpenAI 5o. Quantitative analyses included assessment data and post-unit surveys measuring learning outcomes and learner perceptions. No AI or AI-assisted tools were used to generate manuscript content; all research design, procedures, findings, analyses, and interpretations are original contributions of the authors.

References

Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2021). Emergency remote teaching in higher education: Mapping the first global online semester. *International Journal of Educational Technology in Higher Education, 18*(1), 50. https://doi.org/10.1186/s41239-021-00282-x

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education, 31*(2), 219–233. https://doi.org/10.1080/03075070600572132

Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin, 132*(3), 354–380. https://doi.org/10.1037/0033-2909.132.3.354

Chua, S. L., Chen, D. T., & Wong, A. F. L. (1999). Computer anxiety and its correlates: A meta-analysis. *Computers in Human Behavior, 15*(5), 609–623. https://doi.org/10.1016/S0747-5632(99)00039-4

Compeau, D. R., & Higgins, C. A. (1995). Computer self-efficacy: Development of a measure and initial test. *MIS Quarterly, 19*(2), 189–211. https://doi.org/10.2307/249688

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

Czerniewicz, L., Agherdien, N., Badenhorst, J., Belluigi, D., Chambers, T., Chili, M., de Villiers, M., Felix, A., Gachago, D., Gokhale, C., Ivala, E., Kramm, A., Madiba, M., Mgqwashu, E., Pallitt, N., Prinsloo, P., Solomon, K., van der Merwe, T., & Wissing, G. (2020). A wake-up call: Equity, inequality and COVID-19 emergency remote teaching and learning. *Postdigital Science and Education, 2*(3), 946–967. https://doi.org/10.1007/s42438-020-00187-4

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59–109.

Fujii, K. K., & Perez, N. (2025). The CARE² model: an action research study exploring multicultural experiences in an international higher education classroom. *International Journal for Educational Media and Technology, 19*(2). https://www.ijemt.org/index.php/journal/article/view/382

Fujii, K. K., & Perez, N. (2025). *The CARE² model: A culturally responsive instructional framework for international higher education*. [Manuscript in preparation].

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112.

Henderson, M., Selwyn, N., Finger, G., & Aston, R. (2017). Students' everyday engagement with digital technology in university: Exploring patterns of use and 'usefulness'. *Journal of Higher Education Policy and Management, 39*(3), 308–319.

Hockings, C. (2010). *Inclusive learning and teaching in higher education: A synthesis of research*. Higher Education Academy.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher, 38*(5), 365–379. https://doi.org/10.3102/0013189X09339057

Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development, 10*(3), 2–10. https://doi.org/10.1007/BF02905780

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465–491. https://doi.org/10.3102/00028312032003465

Leask, B. (2015). *Internationalizing the curriculum*. Routledge.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Montgomery, C. (2010). *Understanding the international student experience*. Palgrave Macmillan.

Mthethwa-Sommers, S. (2014). *Narratives of social justice educators: Standing firm*. Springer.

Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 149–172). Springer. https://doi.org/10.1007/978-1-4614-2018-7_7

Ryan, J. (2011). *Teaching and learning for international students: Towards a transcultural approach*. Routledge.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. https://doi.org/10.1037/0003-066X.55.1.68

Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education, 47*(3), 562–584. https://doi.org/10.1177/0042085911431472

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science, 12*(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4