The Power of CARE²: Exploratory Mixed-Methods Study Examining an Instructional Design Framework to Support International Student Performance

Karen K. Fujii, Niels Brock Copenhagen Business College, Denmark
Natalie Perez, University of Hawai‘i, United States
Sonia Caroline Baptista, Niels Brock Copenhagen Business College, Denmark

The Kyoto Conference on Arts, Media & Culture 2025
Official Conference Proceedings

Abstract

This study focused on first-year international students engaging in support sessions at a private business college in Denmark. The study aimed to examine how an instructional framework might aid and enhance student performance. The support session objective focused on two areas: to comprehend and apply key concepts from module-specific themes and to develop research skills. The study sessions were implemented across two courses focused on Business Management and Marketing. Although different, both courses covered overlapping content, including PowerPoint presentations and individual reports/essays that utilized the same theories and models. This study examined the effects of the CARE² model, a comprehensive framework that integrates principles from culturally responsive pedagogy, self-regulated learning, and instructional design. The eight constructs are Culture, Collaboration, Agency, Agility, Relevance, Repetition, Engagement, and Evaluation. The CARE² model was used to explore the relevance of its eight factors via control and treatment groups. This study uses a triangulation mixed-methods research design, collecting and combining qualitative and quantitative data to illustrate the experiences and performance of international students. Limitations include challenges in asynchronous settings, as the module was tested in an entirely in-person environment. Further research is needed to explore the model's applicability across different educational contexts. The findings illustrate practical strategies to support future instructors, trainers, or presenters in integrating and applying the CARE² model across various learning contexts, learners, and experiences.

Keywords: instructional design, culture, design and development model, multicultural learners

iafor
The International Academic Forum
www.iafor.org

Introduction

Culture can play an important role in shaping how learning and instruction (Hofstede, 2011). In higher education settings, instructional designers and educators are challenged to create learning environments that are pedagogically effective, but not necessarily culturally sound (Leask, 2015). The lack of focus on culture can present challenges for international learners, as research suggests this segment of learners may struggle to adapt to new cultural and academic environments (Yan & Berliner, 2013). Research also highlights the value of supplemental support and culturally inclusive pedagogy to help learners succeed (Irvine et al., 2021).

Ladson-Billings (1995) defined culturally responsive pedagogy as empowering learners by connecting instruction to cultural referents. Years later, scholars expanded this concept to include diverse teaching practices, multicultural content, and holistic learner well-being (Howard, 2021). At its core, culturally responsive instructional design (ID) emphasizes the integration of learners' cultural contexts into curriculum, assessment, and pedagogy (Gay, 2018).

While literature affirms that culture can play a role in international learner success, most ID models that leverage culture as an element in design, such as incorporating learners' cultural perspectives, globalized content, or cross-cultural collaboration (Henkin, 2019; Leask, 2015), mostly address learners' home culture but not other layers of culture. For instance, consider this case study: A business college in Denmark has its own institutional culture that is wrapped underneath Denmark's national culture. In addition to institutional and national cultures, the business college uses a curriculum designed on U.K. educational frameworks and culture. In addition, most learners at the business college are from countries outside Denmark, and the college's instructors are also from outside Denmark. This case study illustrates a highly dynamic, multilayered culture setting that intersects layers of national, institutional, curriculum, instructor, and learner cultures.

While some instructional design models, such as Smith and Staudt Willett's Culturally Sustaining Instructional Design (2023) and Gunawardena et al.'s WisCom framework (2018), offer a focus on culture, these models lack comprehensive integration of assessment, co-creation, and contextual flexibility. And they do not necessarily address the dynamic and layered nature of multiculturalism. To address this gap, we explored the design and implementation of a synthesized instructional design model situated within a multicultural higher education environment. This action research study aimed to examine the following research questions:

- How does integrating design principles in courses and micro-units affect international learners' performance?
- How do international learners perceive the impact of design principles in micro-units on their learning and skill development?

Specifically, the study examined the implementation of the CARE² model and investigated its impact through three hypotheses:

- **H1:** Learners in CARE² courses perform better overall than those in non-CARE² courses.
- **H2:** Learners in CARE² micro-units perform better than those in non-CARE² micro-units.

- **H3:** Learners in CARE² micro-units report higher agreement scores on the effectiveness of their learning experience than those in non-CARE² micro-units.

These hypotheses guided our inquiry into how culturally responsive and holistic ID can support international learners in achieving academic success and engagement.

Literature Review

For this study, three key themes shaped the literature review: international learners and culture; instructional strategies and international learners; and instructional design and culture. The first theme addresses cultural dimensions and norms. The second theme addresses insightful elements that are valuable for learning experiences. The third theme addresses the importance of integrating culture within instructional design.

International Learners and Culture

International learners bring ingrained cultural norms that strongly shape their adjustment to new academic environments (Leung et al., 2005). Hofstede's cultural dimensions (1980, 2011) illustrate how values influence classroom behavior, while many international learners face additional challenges such as language barriers and unfamiliar academic norms (Bakay, 2023; Gong et al., 2021).

Instructional Dimensions and Learning

Elements of the learning experience can play a critical role in supporting international learners. For instance, collaboration fosters intercultural competence and helps learners work toward shared goals (Rubin, 2017), while agency empowers learners to take ownership of their learning, though this can vary by culture, with respect emerging as a key factor in encouraging participation (Code, 2020; Mertz et al., 2015). Relevance is important, as content becomes more meaningful when it is tied directly to learners' cultural and contextual experiences (Resch, 2018), and repetition can further support knowledge acquisition and cultural competence by reinforcing learning through spaced practice (Chae et al., 2023; Ghazi-Saidi & Ansaldo, 2017). Engagement, meanwhile, is multidimensional, shaped by supportive relationships, social interaction, and the extent to which learners feel connected to the classroom community (Li & Xue, 2023).

Instructional Design and Culture

Finally, research on instructional design highlights the importance of peer support, opportunities for cultural reflection, and the use of technologies that encourage intercultural understanding (Leask, 2015). Despite these advances, systematic integration of culture into instructional design frameworks remains limited, which suggests a need for models that more comprehensively embed cultural considerations into the learning process.

Methods

Research Design

The study used a mixed-methods, sequential design that integrated qualitative action research with quantitative validation. The initial action research cycle was used to generate a conceptual

framework and inform instructional revisions based on iterative learner feedback, classroom observations, and formative assessments (Zuber-Skerritt, 2021). This process provided a grounded, contextually relevant model tailored to international learners. Following this, quantitative analyses, including final examinations and post-unit surveys, were used to measure the effectiveness of the model in terms of knowledge acquisition, micro-unit performance, and learner perceptions. By linking iterative qualitative insights with structured quantitative validation, the design allowed the researchers to develop and empirically test the CARE² framework, ensuring that the model was both theoretically grounded and practically effective.

Context and Participants

The study took place in a business college located in Denmark, where the academic curriculum was based on U.K. marketing materials. The learning environment was multilayered with the institution and national context (Denmark), a U.K.-framed curriculum, and instructors and international learners from multiple countries outside Denmark.

Participants in this study were international learners from Nepal, Bangladesh, and India enrolled in undergraduate business courses at a Danish business college. In Year 1, the study included 240 first-year (Level 4) learners enrolled in a full-semester marketing course, while in Year 2, it expanded to include 524 learners across marketing and business management micro-unit support sessions. While Year 1 focused on the revision and implementation of the CARE² model in marketing courses, we expanded and explored a new learning environment in Year 2.

During Year 2, the CARE² model was implemented within embedded micro-units designed as short, targeted support sessions situated within existing courses. Multiple instructors, including those from outside Denmark, taught both the complete courses and micro-units. In Year 2, all the micro-units were facilitated by instructors different from those leading the host courses to assess the model's adaptability across teaching contexts. Participants were drawn from intact course sections and embedded micro-units that were part of the college's regular curriculum; no additional recruitment or random assignment occurred outside of existing course enrollments.

Quasi-Experimental Group Design

A quasi-experimental design was employed to compare learner performance and perceptions between the control and intervention groups across two study phases. In Year 1, the control groups consisted of marketing course sections taught using the standard curriculum, while the intervention groups were taught using the emerging CARE² model. In Year 2, the design was replicated within embedded micro-units with control micro-units following standard instructional approaches, while the intervention micro-units implemented the CARE² model. Because the study operated within existing course schedules and instructor assignments, participants were organized into intact course sections or micro-units rather than being individually randomized. The Year 2 implementation served as a form of cross-context replication, testing the robustness and transferability of the CARE² model across different instructors and learning contexts.

Procedures

Year 1

In the first year, the study used an action research approach engaging in iterative cycles of planning, acting, observing, and reflecting to identify learner challenges and refine both the curriculum and the emerging CARE² model. Formative qualitative data were collected through open-ended surveys, discussion prompts, informal interviews, and in-class written reflections, which provided insight into learner experiences and informed ongoing revisions to instructional design. At the end of the semester, summative evaluation was conducted to assess learner performance and perceptions through formal course assessments and feedback instruments. A comparative design was used, with control course sections taught using the standard curriculum and intervention sections taught using the evolving CARE² model. Findings from these comparisons guided refinement of the framework and contributed to the model's creation.

Year 2

Building upon the outcomes of the first year, the second year and phase of the study focused on validating the CARE² model by implementing it in short, embedded support sessions known as micro-units. These micro-units incorporated CARE² strategies and were delivered within existing marketing and business management courses as time-limited, targeted interventions intended to be adaptable across learning contexts. For each topic, parallel control micro-units followed standard instructional practices, while intervention micro-units implemented the CARE² framework. To further assess model transferability, micro-units were only taught by instructors different from those leading the host courses. Data collection included learner performance on assessments aligned with micro-unit learning outcomes and learner perceptions captured through post-unit surveys and reflective prompts, enabling a comprehensive evaluation of the model's effectiveness and contextual flexibility.

Data Analysis

The study incorporated multiple data types and methods. The qualitative data included formative feedback, classroom observations, Padlet posts, and instructor reflections, which informed iterative instructional adjustments and the development of the CARE² conceptual framework. Qualitative analyses were conducted through inter-coder review, with final themes generated based on coder agreement, and automated validation using OpenAI 5o to strengthen reliability. The quantitative data included two final assessments and post-unit surveys, capturing knowledge-based outcomes and learner perceptions. Statistical analyses were conducted using ANOVAs, Mann-Whitney U tests, independent-samples t-tests, and effect size calculations (Cohen's d). Levene's test and Welch adjustments were used where assumptions of equal variance were violated, ensuring robust interpretation of differences between intervention and control groups.

Action Research Process

The qualitative component of the study followed an action research framework by using an iterative data collection approach to inform instructional revisions. The initial qualitative data were gathered from international learners through open-ended surveys, discussion prompts,

informal interviews, and in-class reflections. These multiple data sources were selected to identify learner expectations, challenges, and lived experiences within the course context.

Year 1: Full Course

To analyze the variety of qualitative components, the researchers familiarized themselves with the data, identified initial focus areas, created emerging themes, and refined themes. From this analysis, four core thematic "challenges" were identified:

1. Varying technological literacy: Learners reported uneven familiarity with digital learning tools, leading to confusion in navigating the virtual learning environment and participating in course activities.
2. Low engagement with core concepts: Qualitative responses revealed a lack of connection to course materials, with learners describing them as abstract, overly theoretical, or difficult to apply.
3. UK-centric case studies lacking cultural relevance: Several learners noted a disconnect between the case studies and their lived experiences, limiting the perceived relevance and applicability of the content.
4. Differences in academic communication skills: Thematic analysis showed that learners struggled with unfamiliar academic conventions, including expectations for discussion participation, citation practices, and critical engagement in English.

Course Revisions

These qualitative findings were used as formative input for the first cycle of instructional design revision, which aligns with the cyclical nature of action research. In response to these qualitative insights, the four instructional revisions were implemented, focused on scaffolding, engagement, case-study diversity, and formative assessments:

- Digital literacy scaffolding: Short, targeted exercises were embedded in the first two weeks of the course to build familiarity with essential digital tools (e.g., collaborative platforms, digital citation tools).
- Shift to interactive engagement: Traditional lecture segments were replaced or supplemented with active learning strategies, such as peer-led discussions, real-time polling, and collaborative annotation tools.
- Diversified case study materials: U.K.-centric case studies were supplemented with examples from learners' home countries. Learners were invited to suggest and co-analyze culturally relevant case studies, supporting both engagement and ownership.
- Embedded formative assessments: Low-stakes, reflective assessments (e.g., discussion journals, self-evaluations, and feedback loops) were used to gauge learners' developing academic communication skills and allow for tailored instructor feedback.

This phase of the study illustrates how qualitative feedback served as the foundation for course adaptation. Subsequent reviews were conducted, and smaller revisions to these four core areas were applied throughout the course. After the course was completed, researchers conducted an analysis of multiple data points, including classroom observations, formative feedback, final examinations, and final course feedback. The findings are divided into design principle findings, examination results, and post-course learner perception findings.

Initial Design Principle Findings

Formative qualitative data were collected during the course using observational data via instructors' reflections and direct feedback from learners using tools like Padlet. The qualitative data were merged and analyzed. The results identified interconnected themes that guided the iterations and resulted in eight design principles for an instructional design framework:

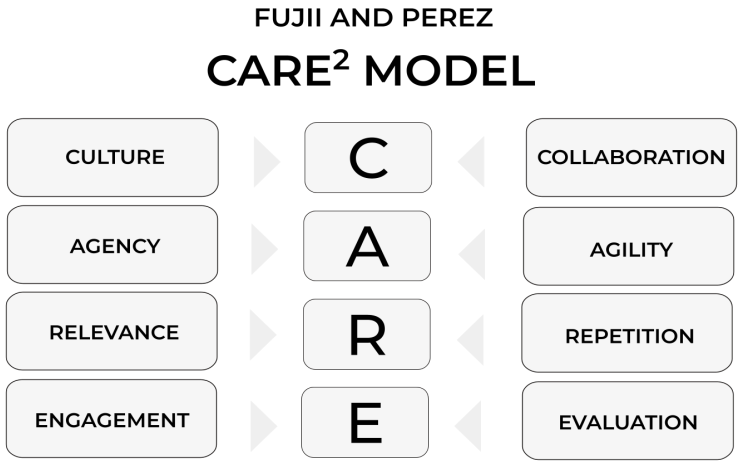
- Culture: Home, host, and classroom cultures shaped expectations
- Collaboration: Peer and instructor partnerships fostered support
- Agency: Ground rules and mutual respect encouraged ownership
- Agility: Instructor flexibility allowed responsiveness to learner needs
- Relevance: Contextualized content boosted motivation
- Repetition: Spaced review improved recall
- Engagement: Interactive activities, feedback, and humor supported participation
- Evaluation: Continuous feedback ensured alignment with learner needs

Creation of the CARE² Model

These eight principles were developed into the CARE² model, which provides flexible, systematic guidance for designing culturally responsive learning experiences across various modalities. This conceptual framework emphasizes cultural integration, learner autonomy, contextualized content, iterative improvement, and inclusive engagement.

Given the CARE² model's creation, the researchers next sought to determine whether these principles, identified as qualitatively meaningful, could be validated as quantitatively meaningful. The following section presents the quantitative results of interventions utilizing the CARE2 model as displayed in Figure 1.

Figure 1
Fujii & Perez CARE² Model



Course Knowledge-Test Results (Year 1)

Two marketing courses were analyzed in Year 1 to evaluate the impact of the CARE² model on learner performance. In Course 1, average assessment scores for the control groups were M = 59.21 and M = 58.26, compared to M = 67.79 for the intervention group. Statistical analysis revealed no significant difference between the two control groups ($p = 0.2823$), but both control

groups scored significantly lower than the intervention group ($p < 0.0001$). The mean differences of 8.58 and 9.53 corresponded to large effect sizes ($d = 0.71$ and 0.75), indicating a substantial positive impact of the CARE² model on learner outcomes. See Table 1.

Table 1
Course 1 Average Summative Assessment

COURSE 1	**Mean Difference**	**Effect Size**	**p-Value**
Control Group 1 vs Control Group 2	0.95	0.08	0.2823
Control Group 1 vs **Intervention Group**	8.58	0.71	< 0.0001
Control Group 2 vs **Intervention Group**	9.53	0.75	< 0.0001

Similarly, in Course 2, the control groups achieved average scores of $M = 55.19$ and $M = 60.34$, while the intervention group achieved $M = 66.85$. No significant difference was found between the two control groups ($p = 0.1082$), whereas both demonstrated significantly lower performance than the intervention group ($p < 0.0001$ and $p = 0.0092$, respectively). The mean differences of 11.66 and 6.51 reflected moderate to large effects ($d = 0.73$ and 0.41). Across both courses, these findings demonstrate that the application of the CARE² model was associated with higher summative assessment performance, supporting its effectiveness in enhancing learner outcomes within a multicultural instructional context. Note: a post-course feedback survey was not accessible for all courses; hence, course feedback was not covered, as comparison was limited to only the intervention group for semester 1. See Table 2.

Table 2
Course 2 Average Summative Assessment

COURSE 2	**Mean Difference**	**Effect Size**	**p-Value**
Control Group 1 vs Control Group 2	5.15	-	0.1082
Control Group 1 vs **Intervention Group**	11.66	0.73	< 0.0001
Control Group 2 vs **Intervention Group**	6.51	0.41	0.0092

Year-2: Micro-Units

In Year 2, the study extended the implementation of the CARE² model beyond full courses into a series of micro-units designed to validate the model's adaptability across varied instructional contexts. Unlike full-semester courses, these micro-units were short, embedded learning experiences situated within existing marketing and business management courses, functioning as targeted support sessions focused on specific concepts or skills and typically lasting only a few instructional sessions. They were intentionally positioned to complement, rather than replace, ongoing instruction and were often facilitated by instructors different from those leading the primary course to test the model's portability across teaching styles.

Implementation of CARE² in Micro-Units

The CARE² model was applied to enhance learner experiences and outcomes. Culture addressed learners' home, host, and classroom cultural contexts, shaping expectations and fostering an inclusive environment. Collaboration promoted partnerships among peers and instructors for social and academic support, while Agency encouraged ownership of learning

through ground rules and mutual respect. Agility allowed instructors to respond flexibly to emerging learner needs, and Relevance ensured content was contextualized to learners' academic and cultural experiences, boosting motivation. Repetition incorporated spaced review strategies to strengthen retention, Engagement was fostered through interactive activities, feedback, and humor, and Evaluation provided continuous formative feedback to align instruction with learner needs. Control micro-units followed standard teaching practices, whereas intervention micro-units integrated the CARE² framework, enabling direct comparison of learner performance and perceptions. Together, this approach used culturally responsive instructional design, allowing the team to assess its effectiveness in both condensed, time-limited sessions and full-course settings, providing insight into its flexibility, transferability, and impact on diverse international learners.

Micro-Unit Knowledge-Test and Survey Results (Year 2)

In Year 2, learner performance was measured using pre- and post-tests, and no statistically significant differences were found between the control and intervention groups ($p > 0.05$). However, micro-unit learners in the CARE² intervention group demonstrated a slight mean improvement of approximately ~3 points, suggesting some gains in performance. End-of-course survey data provided additional insights into learner perceptions. Statistically significant differences were observed between groups across several items, including the number of sessions ($t = 2.89$, $p = 0.0040$, $d = 0.144$) and learning expectations ($t = 2.56$, $p = 0.0109$, $d = 0.127$), with the intervention group reporting higher agreement in both areas. In contrast, the control group reported slightly higher ratings for skill development ($t = -2.32$, $p = 0.0210$, $d = -0.115$). Although effect sizes were small, these findings suggest that the CARE² model contributed to improved learner engagement and clearer learning expectations within the micro-unit context, while highlighting areas for continued refinement in supporting perceived skill development. See Table 3.

Table 3
Pre-and-Post-tests (Performance)

Groups	Items	T-Statistic	P-Value	Mean Difference	Cohen's d
Control vs Intervention	Number of Sessions	2.89	0.0040	0.140	0.144
Control vs Intervention	Learning Expectations	2.56	0.0109	0.126	0.127
Control vs Intervention	Skill Development	-2.32	0.0210	-0.118	-0.115

Discussion

The study's findings provide strong support for H1, indicating that learners in the intervention group (CARE² model) achieved significantly higher overall course performance compared to control groups, with large effect sizes and a ~15–16% increase in mean scores. H2 was not supported, as performance gains in the CARE² micro-units were modest (~3 points higher) and not statistically significant ($p > 0.05$). H3 obtained partial support, as learners in CARE² micro-units reported significantly higher agreement regarding the number of sessions ($F = 10.46$, $p = 0.001$) and clarity of learning expectations ($F = 5.91$, $p = 0.015$), though perceptions of pace ($F = 2.91$, $p = 0.088$) and preparation for the summative exam ($F = 0.27$, $p = 0.606$) did not differ significantly between groups. These results suggest that the CARE² model might enhance

perceived learning sequence and clarity of learning objectives, but short embedded micro-units have limited impact on measured performance using the CARE² model.

Implications

The study results indicate several implications, including the conditions of the CARE² model's effectiveness, perception gains, and theoretical insights:

1. Model benefits may depend on depth and integration: Learners within the CARE² model showed strong performance gains in the full-semester course, which suggests that the model might be valuable when fully embedded in a learning experience and reinforced over time. In contrast, the short micro-units were much shorter and more sufficient, and it might be that the CARE² model functions best as a holistic framework rather than when used in a modular and detached intervention.
2. Perception gains suggest affective benefit: Even without measurable performance improvement, learners in CARE² micro-units reported higher engagement, satisfaction, and perceived relevance. These affective gains suggest that the model might influence learners' perceived modular experiences, even if it does not have a strong impact on performance.

Limitations and Future Research

While the study provided evidence that a culturally responsive instructional design model, like the CARE² model, can enhance academic performance and learner engagement, the study contains several limitations. The first limitation is the cohort-specific context. While the study examined a consistent population of learners within a small private business college, the generalizability of its findings is limited with respect to other international contexts, disciplines, and learner demographics. Second, action research can provide value to practitioners and researchers, but managing a dual role can introduce potential bias in observation, reflection, and interpretation. To address this, the study triangulated data sources and leveraged an outside researcher to conduct the analyses. The design to compare performance data from one cohort and perception data from a different cohort complicates direct causal inference, as there are likely different group dynamics, baseline skills, and instructional adaptations. In addition, while the final assessments offer evidence of content mastery, they may not entirely provide evidence for each isolated design principle.

Collectively, the CARE² model shows promising results, and further research is needed to evaluate its adaptability across diverse institutions, cultures, and technological contexts. Further research could include longitudinal studies to explore whether improvements in performance persist beyond one course. Another opportunity could be experimental decisions to isolate the impact of each design principle. Lastly, a call could be to expand the research within online or hybrid learning environments.

Conclusion

Multicultural learning experiences are important, and instructional designers should consider the integration of culture, among other learning pedagogy, when designing for international learners. This study used action research to create the CARE² model; the model emphasizes cultural, learner, and instructor responsiveness to support multicultural learning experiences. In a full-semester course, learners in the CARE² intervention group achieved significantly higher performance than controls, showing that sustained learning experiences aided with

knowledge acquisition. However, in micro-units, while performance gains were modest, learners reported clearer expectations and learning support, suggesting the model could enhance perceived structure and engagement even during short interventions. These findings highlight that culturally responsive design can influence both learning outcomes and learner perceptions, emphasizing the importance of intentional, context-sensitive instructional strategies.

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

The authors declare that Grammarly, an AI-assisted writing software, was used to proofread and refine the manuscript's language. The usage was limited to correcting grammatical and spelling errors and rephrasing statements for accuracy and clarity.

The authors used OpenAI to simplify the initial research questions in the paper for the presentation, then used those same simplified questions back in the paper, so they were the same between the presentation and the paper.

Qualitative analyses were conducted through inter-coder review, with final themes generated based on coder agreement, and automated validation using OpenAI 5o to strengthen reliability. The quantitative data included two final assessments and post-unit surveys, capturing knowledge-based outcomes and learner perceptions.

The authors further declare that no other AI or AI-assisted technologies have been used to generate content in writing the manuscript. The ideas, design, procedures, findings, analyses, and discussion are original and derived from the careful and systematic conduct of the research.

References

Bakay, M. E. (2023). Multicultural classrooms in European higher education: Findings from interviews with international students and teaching staff. *International Journal on Lifelong Education and Leadership*, *9*(2), 1–17. https://doi.org/10.25233/ijlel.1341935

Chae, D., Kim, J., Kim, K., Ryu, J., Asami, K., & Doorenbos, A. Z. (2023). An immersive virtual reality simulation for cross-cultural communication skills: development and feasibility. *Clinical Simulation in Nursing*, *77*, 13–22. https://doi.org/10.1016/j.ecns.2023.01.005

Code, J. (2020). *Learner agency: Enabling students to take control of their learning*. London: Routledge. https://doi.org/10.3389/feduc.2020.00019

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

Ghazi-Saidi, L., & Ansaldo, A.I. (2017). "Second language word learning through repetition and imitation: Functional networks as a function of learning phase and language distance." *Frontiers in human neuroscience, 11*. https://doi.org/10.3389/fnhum.2017.00463

Gong, Y., Gao, X., Li, M., & Lai, C. (2021). Cultural adaptation challenges and strategies during study abroad: New Zealand students in China. *Language, Culture and Curriculum*, *34*(4), 417–437. https://doi.org/10.1080/07908318.2020.1856129

Gunawardena, C. F. C., Frechette, C., & Layne, L. (2018). *Culturally inclusive instructional design*. Taylor & Francis.

Henkin, H. (2019). Culturally Responsive Pedagogy and its Relevance in the Adult English as a Second Language Classroom. *Master's Projects and Capstones*, 955. https://repository.usfca.edu/capstone/955

Hofstede, G. (1980). Culture's Consequences: International Differences in Work-Related Values. SAGE Publications.

Hofstede, G. (2011). Dimensionalizing cultures: the Hofstede model. *Online readings in psychology and culture*, *2*(1), 2307–0919.

Howard, T. C. (2021). *Transforming multicultural education policy and practice: Expanding educational opportunity*, 137–163. Edited by James Banks in Culturally responsive pedagogy. Teachers College Press.

Irvine, S., Williams, B., Smallridge, A., Solomonides, I., Gong, Y. H., & Andrew, S. (2021). The self-regulated learner, entry characteristics and academic performance of undergraduate nursing students transitioning to University. *Nurse Education Today*, *105*, 105041. https://doi.org/10.1016/j.nedt.2021.105041

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 in higher education*. Routledge. https://doi.org/10.4324/9781315716954

Leung, K., Ang, S., & Tan, M. L. (2005). Intercultural competence. Handbook of Cultural Intelligence: Theory, Measurement, and Applications, 490–507.

Li, Y., & Xue, X. (2023). Understanding learner engagement in higher education: A systematic review. *Educational Psychology Review*, *35*(1), 205–230. https://doi.org/10.3390/bs13010059

Mertz, C., Eckloff, T., Johannsen, J., & Van Quaquebeke, N. (2015). Respected students equal better students: Investigating the links between respect and performance in schools. *Journal of Educational and Developmental Psychology*, *5*(1), 74. http://dx.doi.org/10.5539/jedp.v5n1p74

Resch, K. (2018). Third Mission and service learning. A narrative evaluation of the relevance of students' experiences. *Zeitschrift für Hochschulentwicklung*, *13*(2), 127–139. https://doi.org/10.3217/zfhe-13-02/08

Rubin, J. (2017). *Embedding Collaborative Online International Learning (COIL) at Higher Education Institutions An Evolutionary Overview with Exemplars*. https://studyabroad.uic.edu/wp-content/uploads/sites/256/2020/08/Rubin-Embedding-Collaborative-Online-International-Learning-at-Higher-Education-Institutions.pdf

Smith, C. M., & Staudt Willet, K. B. (2023). A Model for Culturally Sustaining Instructional Design. *The Journal of Applied Instructional Design*: August 2023, *12*(2). https://doi.org/10.59668/722.13027

Yan, K., & Berliner, D. C. (2013). Chinese international students' personal and sociocultural stressors in the United States. *Journal of College Student Development*, *54*(1), 62–84. https://doi.org/10.1353/csd.2013.0010

Zuber-Skerritt, O. (2021). *Action research for sustainable development in a turbulent world*. Cham, Switzerland: Springer.