

**Impact of Globalization and Transculturalism on University
Education: An Anthropological Study of International Students'
Exchange Programs**



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**Impact of Globalization and Transculturalism on University Education: An
Anthropological Study of International Students' Exchange Programs**



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DEDICATION

I would love to dedicate my MS Dissertation

To

My Beloved Parents

&

My Friends who have constantly supported me

ABSTRACT

Globalization and the spread of technology have created a global village. To study how the globalized education is shaping and being shaped by the exchange of different cultures and ideas is the need of the hour. The existing scholarship largely presents the views of the western authors and the few studies that have been conducted in the context of globalization and education but none of them address the topic of globalization and education specifically with reference to student exchange programs especially in Pakistan. This thesis delves into the intricate relationship between globalization and education through an anthropological examination of student exchange programs in Pakistan. By leveraging ethnographic research conducted with Pakistani exchange students, the international students who have come to Pakistan, and the teachers who have taught the international students. This work investigates how these programs influence participants' self-perceptions, community understanding, perspectives on the globalized world and how the teachers view and adapt to teaching in the globalized world. Twenty seven (27) respondents (teachers, Pakistani and international students) were interviewed for the purpose of this study and the data was analysed through the thematic qualitative data analysis technique using World System Theory, Hybridity Theory and Soft Power Theory as a major theoretical guide. The present study has revealed that even though the mainstream narrative portrays only the merits of studying in a foreign country but in fact the students face major challenges while studying in a foreign educational environment. Most of the literature written and the testimonials available on the internet by the students who visited foreign country do not tell about the hardships faced and the views about globalization which have been uncovered and discussed in this study in detail. The students shared that their overall experience could have been made better by the host universities. Even though the teachers claimed that the students were facilitated and had no problems the students told otherwise. The present study has revealed that although most of the teachers and students viewed globalization favourably but still some of the student and teacher who participated in the study were of the view that globalization does have downsides and we have to be careful and vigilant about what we let into our culture and what we do not.

Key Words:

Globalization, Students Exchange Programs, Transculturalism, International Students.

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Acronyms

US	United States
USA:	United States of America
IMF:	International Monetary Fund
GATT:	General Agreement on Tariffs and Trade
WTO:	World Trade Organization
UN:	United Nations
IIE:	Institute of International Education
ECA:	Educational Commission for Foreign Medical Graduates
UGRAD:	Undergraduate Research Abroad Program
DAAD:	Deutscher Akademischer Austauschdienst
WHO:	World Health Organization
IT:	Information Technology
AI:	Artificial Intelligence
BCE:	Before the Common Era
UNESCO:	United Nations Educational, Scientific and Cultural Organization
SDGs:	Sustainable Development Goals
OECD:	Organisation for Economic Co-operation and Development
CIES:	Council on International Educational Exchange
TCKs	Third Culture Kids
IREX	International Research & Exchanges Board

Glossary

- Gurus** An expert or authority in a particular field, often with a significant following or influence.
- Hijabi** A hijabi is a Muslim woman who chooses to wear a head covering, typically a hijab. (A hijab is a head covering worn by many Muslim women. It is a symbol of faith, modesty, and cultural identity for many.)
- Desi** It refers to people, cultures, and products that are from India, Pakistan, Bangladesh, Nepal, Sri Lanka, Bhutan, and the Maldives.

Chapter One

Introduction

The present research study is an attempt to explore and highlight the impact of globalization and transculturalism on university education and to analyse the lived experiences of university students who remained part of International Students' exchange programs. Nevertheless, the current study also focuses how university students understand the phenomena of transculturalism, global integration and global citizenship in Pakistan.

1.1 Introduction

The term "globalization" is derived from the fusion of "global" and the commonly used suffix "-ization" in the English language. This inherently suggests a transition towards globality, a metamorphosis into a unified international entity within an economic and social framework. The very lifeblood of globalization is the fusion of cultural and economic systems. This merging gives way to, and sometimes even demands, increased interaction, integration and interconnectedness among nations. As political, cultural, and economic bridges between countries and regions lengthen and strengthen, so too does the tapestry of globalization (Lutkevich, 2023).

Globalization's ubiquitous reach and seamless application leave no topic untouched and unscathed. In the domain of cultural studies, Kraidy, Pieterse, Featherstone, Appadurai, Tomlinson, Huntington and McGrew are a few of the several advocates in international politics (Tomlinson, 1999; Pieterse, 2003; Appadurai, 1990; Huntington, 2011; Featherstone, 1995; Hall et al., 1992). Friedman posits that, for better or worse, the economic landscape has undergone a fundamental shift (Friedman, 2005). Further bolstering the case for globalization, Sachs in his seminal work, "The End of Poverty", argues for its transformative potential (Sachs, 2006). However, the sociological realm harbours its share of dissent, with Lash & Urry (1994); Robertson (1992) and Castells (1996; 1998; 2009) leading the charge. Friedman engages with globalization through the lens of anthropology (Friedman, 1994; 1999), while a chorus of critics and opponents, including Hirst and Thomson, vehemently challenge the notion of a purely economic driver for globalization's trajectory (Hirst et al., 2009).

The term "globalization" emerged from the pen of economist Levitt in 1983. Initially appearing in literature during the mid-1980s, it gained significant traction in the 1990s. Fuelled by the burgeoning global economy, its usage has escalated since the dawn of that decade (Schnell, 2000). Derived from the concept of a globe, encompassing the entirety of Earth, "globalization" comes in various forms. While the most prevalent usage depicts a continuous, transnational process of interconnectedness, "globalism" signifies an economically-driven development (Beck, 2007) and the word globality refers to an real or actual condition.

While globalization dominates many discourses, terms like mondialisation and planetarity occasionally surface depending on the field and national context. Unlike their globe-centric counterpart, these concepts draw upon broader notions of unity, such as the world or the planet, to frame their discussions. In the French context, mondialisation encompasses not only the economic processes of globalization, but also the ecological imperative of "planetary awareness" and the social critique of rising global inequality (Roark, 2008). Moreover, the plural form, mondialisations, acknowledges the multiplicity of cultural phenomena associated with globalization and the diverse perspectives different disciplines bring to bear on understanding the world (Badura, 2006).

Planetarity serves as a counterpoint to globalization, emphasizing social responsibility and unity stemming from our shared planet. While alternative terms like mondialisation and planetarity have emerged, globalization remains the lingua franca across diverse academic disciplines. Its offshoot, the global city concept, exemplifies this dominance, acting as a pivotal node – a bustling hub and dynamic interface – where various globalization processes converge and interact. Consider the vibrant urban landscapes of Tokyo, London, or New York City, where diverse cultures and economies collide, fostering innovation and exchange. Therefore, "globalization" will remain the principal analytical framework for this study however, the precise timing of globalization's emergence remains a topic of debate among scholars. Some contend it has erupted onto the scene within the past three decades, fuelled by rapid technological advancements and economic liberalization (Spivak 2003).

Others, like Pieterse, posit a deeper historical context, inextricably linked to broader forces of modernity and the progressive evolution of global interconnectedness (Pieterse, 2003). The fervent debate amongst sociologists hinges on whether globalization is due to our modernity (Giddens, 1990) or a distinct entity altogether. Critics like Albro argue for a stark

transition, positing the "Global Age" as a successor to the "Modern Age" (Albrow, 1996). Others, such as Pieterse see a more nuanced relationship, suggesting a revisiting of modernity and capitalism intertwined with globalization's rise (Pieterse, 2003). This economic similarity even fuels comparisons to imperialism, with Pieterse and Tomlinson viewing globalization as a veiled continuation of its exploitative legacy (Pieterse, 2003; Tomlinson, 1999).

In the crucible of the 1970s and 80s, the Bretton Woods System's demise ignited a globalization discourse within business studies. Soaring international capital flows, offshore production, and global marketing strategies exposed the limitations of national economic autonomy, paving the way for neoliberal ideology. This fertile ground, enriched by the Cold War's conclusion and China's capitalist ascent, saw globalization discourse blossom, pervading academia and the public sphere. A cross-ideological consensus emerged: a new, dynamic stage of global interconnectedness was reshaping the world, surpassing territorial boundaries. As Held and his co-authors have aptly noted that globalization reconfigures the geography of power and privilege, transcending political frontiers and regions (Held et al., 1999).

Historians, meanwhile, have been actively engaged by tracing border-crossing connections and historicizing this transformative process. Many scholars pinpoint the sixteenth century as the potential cradle of globalization. They point to the emergence of world-encompassing trade routes, the rise of gunpowder empires like the Ming, Mughals, Ottomans, and Spanish, and the significant long-distance exchange of knowledge and life forms as key catalysts (Osterhammel & Petersson, 2005; C. H. Parker, 2010). This periodization often draws inspiration from Marx's analysis of the intricate connection between European colonialism and the nascent stages of capitalism. In his view, the "rosy dawn" of modern production coincided with the violent transformation of continents like the Americas, Africa, and South Asia. From this perspective, globalization becomes synonymous with a distinct "long-term trajectory" of European appropriation, marked by dispossession and exploitation (Marx & Mandel, 1977; Amin, 2010; Wallerstein, 2003).

While many scholars place Europe at the helm of the early globalization wave, Andre Gunder Frank offers a compelling counterpoint, positioning China as the central engine of a sixteenth-century global economy. In his analysis, the vast intercontinental flow of silver fuelled a "worldwide division of labour," effectively creating a single market

"practically operational for all goods." He argues that European ventures were, in essence, secondary to this Asian primacy, and only in later centuries did Europe experience a brief, now-defunct, global hegemony (Frank, 1998). Flynn and Giráldez bridge these contrasting perspectives by focusing on the immense Chinese demand for silver while simultaneously highlighting European maritime mobility. In their view, this confluence resulted in "globalization," a permanent circuit of trade connecting all corners of the world, whose dynamic interactions generated profound economic, ecological, and demographic effects throughout the globe (Flynn & Giraldez, 2008).

Globalization, a phenomenon characterized by growing interconnections and interdependence on a global scale, has historical origins but became particularly prominent during the latter part of the 20th century (Williamson et al., 1999). Early forms of globalization were nurtured by ancient civilizations through the establishment of trade routes over long distances such as the Silk Road and the maritime routes of the Indian Ocean (Bordo et al., 2005). During the era of colonialism and mercantilism, European powers pursued wealth accumulation by expanding their colonies and implementing regulated trade systems (Stearns, 2001). The Industrial Revolution which occurred in the 18th and 19th centuries resulted in revolutionary progress in manufacturing, transportation, and technology, setting the stage for the combining of economies on the global level (Giddens, 1990). After the World War II, institutions such as the United Nations, IMF, and World Bank were created with the aim of promoting collaboration and fostering economic development (Stearns, 2001). From the 1980s onwards, globalization was significantly facilitated by the implementation of liberalization policies, the establishment of trade agreements like GATT and the WTO, as well as the rapid advancements in technology such as the internet and containerization (O'Rourke & Williamson, 2002). The liberalization of the trade markets and the ascent of multinational corporations played a pivotal role in driving global financial integration (Bordo et al., 2005). In its entirety, globalization has been a multifaceted and ever-evolving process that has exerted profound influences on the world, leaving its mark in various dimensions (Giddens, 1990).

Globalization, as defined in the Human Development Report of the UN refers to the growing interconnectedness of people across the globe on various fronts, such as economic, technological, cultural, and political dimensions. It is perceived as an overarching trend that moves towards the expansion of financial transactions, a more widespread exchange of

money, commodities, services, and partial dissolution of state boundaries (United Nations, 1999).

In 1940, Cuban anthropologist Fernando Ortiz coined the term of transculture to capture the dynamic process of cultural fusion and convergence. This emerging sphere marks a space where individuals transcend the constraints of their native cultural environments, forging new identities through the selective adoption of cultural elements. Unlike the rigid prescriptions of traditional cultures, transculture empowers individuals to freely choose and blend elements, creating unique and dynamic cultural expressions (Tripathi, 2019).

Transculturality addresses the movement of human beings across the globe, resulting in the intertwining of previously distinct cultures (Soriano, 2015) across social and state borders (Slimbach, 2005). As a process characterized by interconnectedness, blending, and shared elements (Welsch, 1999), Transculturality fosters dialogue and cooperation among individuals, embracing diversity while preserving individual and national identities. In higher education, transcultural studies offer an avenue to examine the potential for harmonious coexistence in a globalized world, transitioning from a focus on multiculturalism to the exploration of transculturalism (Ryan, 2011).

Murray defines the term transcultural as the dynamic outcome of interactions between distinct cultures, leading to the emergence of a new and composite culture. This hybrid entity retains elements from its parent cultures while shedding others and even generating entirely novel features (Murray, 2010). Such a concept transcends mere celebration of diversity, as Banks argues, by demanding a "praxis of culture" – an active engagement with and navigation of these diverse cultural landscapes (Banks, 2004).

The term "Transcultural" goes beyond national or cultural boundaries, capturing the dynamic interplay among diverse communities and cultivating a lifestyle that transcends time, space, and cultural divides (Hall & Hall, 1990). In transcultural societies, individuals from various backgrounds, religions, and languages coexist with mutual understanding and respect, embodying an ideal that transforms these communities into microcosms of global cultural diversity. This goes beyond mere coexistence, as these communities actively engage in collaboration and meaningful interaction (Hall & Hall, 1990). It is crucial to differentiate transculturalism from other terms such as multiculturalism, interculturalism, and cross-culturalism, as each term carries distinct nuances in its focus and approach to cultural interaction (Hannerz, 1996)

Multiculturalism often depicts a society where diverse cultures coexist in relative proximity, yet maintain distinct identities and minimal interaction. While groups may live alongside each other, they generally operate within their own spheres, with limited cross-cultural engagement or interference. Interculturalism, in contrast, emphasizes active exchange and mutual learning. This dynamic process fosters a society with deep understanding and respect for all cultures, as individuals engage with and enrich each other's perspectives, leading to collective growth and transformation. In the postcolonial context, cross-culturalism emerges as a tool for comparative analysis. By examining and appreciating the differences between cultures, cross-cultural communication can foster individual change and bridge cultural divides. However, it is crucial to acknowledge that within cross-cultural frameworks, power dynamics can often lead to the establishment of a dominant culture, against which others are measured and contrasted (Tripathi, 2019).

In the context of education, McLuhan's Global Village suggests that traditional modes of teaching and learning need to adapt to the interconnected nature of the modern world. McLuhan shares that over a century of electric technology has woven our planet into a unified nervous system, transcending the barriers of space and time (McLuhan, 1962). This quote highlights how electronic technology has eliminated the constraints of physical distance, enabling individuals to communicate and collaborate across the globe.

In the Global Village, education should transcend the boundaries of the traditional classroom, embracing a more interconnected and collaborative approach. McLuhan argues that education needs to shift from a linear, hierarchical model to one that encourages participation and exchange. He argues that beyond the mere transmission of information, education should cultivate the ability to discover patterns and meaning within the diverse forms that constitute our world. This requires a shift from passive instruction to active engagement, where students learn to recognize the inherent language of forms and construct their own knowledge (McLuhan & Fiore, 1996). This statement emphasizes the need for students to actively engage with knowledge, explore diverse perspectives, and participate in the creation of new knowledge.

The rising tide of globalization has demonstrably reshaped the landscape of development, offering a multifaceted array of opportunities and challenges to emerging economies. From the realm of economic processes to the intricacies of technological advancements, political landscapes, and healthcare systems, globalization's influence extends

to the very fabric of daily life. For developing nations, this interconnectedness presents a potential treasure trove of benefits, including access to advanced technologies, expanded market access in developed economies, and the potential for sustained growth and improved living standards (Chaudhary, 2016).

In 2002, Kellner wrote an article on globalization and emphasized that globalization can potentially impose the burdensome principles of competitiveness, economic dynamics, individual options, decentralization, and denationalization on the educational sector, implying an increased infiltration of corporate power within educational institutions. In a similar vein, globalization may contribute to a greater commoditization of education services, thereby making high-quality education accessible only to the elite strata of society who possess the financial means to afford it. Consequently, as the forces of globalization exert increased pressure on the educational landscape, numerous transformative adjustments are anticipated to take place. It is essential for education to address and rectify this skewed concept of globalization, which upends the traditional academic structures and necessitates rapid adjustments within today's schools. Until now, our world has witnessed a remarkable series of alterations due to the pervasive and accelerated expansion of globalization. Education systems across various nations must respond proactively to these changes and evolve accordingly. This includes continually advancing their fundamental curricula and offering advanced academic opportunities in order to best adapt to the multifaceted ramifications of globalization on contemporary education (Kellner, 2002).

The intricate relationship between globalization and education is undeniable. As education serves as the architect of societies, its connection to globalization becomes paramount, with global activities leaving profound imprints on its landscape. The increasing interconnectedness of world economies fosters a growing emphasis on internationalizing curricula, while simultaneously creating fertile ground for forging new partnerships in research and teaching across international borders (Twigg & Oblinger, 1996). In this paradoxical relation, globalization, one of the most potent forces reshaping the foundations of global business competition, also harbours the potential to empower small, local communities of practice as a prominent structural form.

Education is undergoing a dynamic metamorphosis driven by the forces of globalization. This dynamic interplay has ushered in a torrent of technological and communication advancements, irrevocably reshaping learning landscapes across the globe.

One prominent consequence is the emergence of a new form of cultural imperialism, subtly woven into the fabric of educational systems as ideas, values, and knowledge traverse borders with unprecedented ease. Yet, amidst this transformative tide, a glimmer of hope emerges: the rise of a global citizenry. Nurtured by technological and communicative advancements, these intelligent individuals are equipped with a broad spectrum of skills and knowledge, ready to navigate the complexities of a competitive, information-driven society. For nations, the future hinges on their ability to adapt and thrive within this evolving landscape. As industrial giants cede ground to knowledge-based industries, the imperative to cultivate knowledge, skills and the intellectual capacity to meet the challenges of accelerated change and uncertainty becomes paramount(Chaudhary, 2016).

Education institutions, like many other organisations in society, are necessarily impacted by innovative requirements. In this sense, it is correct to argue that early innovation movements in education began with the revision of certain previous applications and the identification of gaps. This phase is then virtually followed by a slew of additional changes. In the third level, we can see the conflict between new and conventional educational applications (Chaudhary, 2016).

Since the 1980s, expanded duties of local governments, as well as the delegation of decision-making authority to sub-units, have been seen as key sources of innovation in many nations. In addition to these causes, the significant expansion in the number of pupils and schools, as well as the expanded and diverse education programmes, has progressively led to a more noticeable influence of a central bureaucracy on schools. To improve the processes and outcomes of education and training, authorities focus not only on improving current schools through projects such as "school enhancement," "school centred administration," "learning schools," and "total quality management," but also on "alternative school" models. As a consequence of worldwide scaled changes in education, a significant number of nations have felt compelled to execute a complete revision, including the United States, Australia, Finland, and New Zealand, all of which are consistent with the "constructive approach"(Yildirim, 2014). Changes in societal structures have had a significant impact on the learning-centered schooling philosophy during this phase. Meanwhile, it is clear that on-going improvements in democratisation and human rights have made significant contributions to the democratisation of learning, with individuals focusing on their own interests, skills, and preferences, as well as alternative education programmes, increased

school diversity, and more individualistic learning progress (Yıldırım, 2014; Akpınar & Aydın, 2007; Erdem, 2018; Beycioğlu & Aslan, 2010).

Many scholars contend that education plays a pivotal role as a local factor capable of mitigating the adverse repercussions of globalization. It provides a platform to convert potential threats into opportunities for personal and community advancement within the inevitable process of global integration. On-going educational reforms are specifically designed to maximize the positive aspects of globalization while simultaneously addressing and mitigating its negative impacts (Friedman, 2005). This approach aims to tackle the escalating global disparities in knowledge access that have accompanied the economic growth witnessed over the past decades. In the contemporary landscape of global economic integration, proficiency in established knowledge is no longer sufficient. The acquisition of new skills essential in a knowledge-based society has become imperative. Consequently, integration into the global economy now demands not only the mastery of traditional knowledge but also the capability to adapt and acquire contemporary skills. Regrettably, the unequal access to emerging communication and information technologies only serves to compound existing disparities.

Although education deficiencies are more evidently pronounced in underdeveloped nations, they also pose a substantial challenge in affluent countries. The persistent issues of illiteracy and insufficient skills persist in many industrialized nations, serving as a significant contributor to social isolation. Disparities in access to education not only amplify wage gaps but also contribute to the deterioration of income distribution. In the context of an ever-competitive global economy, those lacking education and skills in developed countries face a noteworthy disadvantage (Bakhtiari, 2011).

1.1.1 International student exchange programs

The term "study abroad" is multifaceted, encompassing a diverse range of meanings for individuals and institutions alike. In its most fundamental form, it denotes the temporary relocation of students from their home universities to foreign institutions for the purpose of advancing their academic journeys and ultimately completing their degrees. Pioneering efforts to untangle the complexities of study abroad program offerings, Wallace proposed a comprehensive categorization framework based on key dimensions such as program duration, student academic standing, institutional partnerships with host universities, participant selection criteria, oversight responsibility, and accommodation options (Wallace, 1996). This

nuanced typology effectively illuminates the inherent heterogeneity of the study abroad landscape.

The pursuit of knowledge across borders has a rich and enduring legacy, predating the modern conception of "study abroad." In the Western world, this tradition stretches back to the Roman Republic, where young men embarked on journeys to Greece to immerse themselves in diverse disciplines like philosophy and rhetoric (Hoffa, 2007). Similarly, the 19th century witnessed American students flocking to German universities, pioneers in offering the coveted Ph.D., to acquire advanced degrees unavailable in their nascent graduate programs back home (Axtell, 2016). These historical precedents illustrate that the yearning for academic enrichment and cultural exchange has long driven students to seek knowledge beyond their own borders, paving the way for the formalized study abroad programs we know today.

The emergence of the modular credit system in the late 19th century at US institutions proved instrumental in facilitating study abroad experiences for students, primarily undergraduates. Prior to this innovation, overseas educational pursuits remained largely impractical due to the lack of credit transferability. The year 1869 witnessed Harvard's pioneering adoption of the elective system, marking a shift towards a more flexible academic landscape. This new structure, characterized by modular credits, paved the way for standardized credit transfer mechanisms between institutions, empowering students with unprecedented academic mobility. This facilitated both internal program changes and inter-institutional credit transfer, thereby laying the groundwork for the globalized academic landscape we see today (Lewis, 1961; Heffernan, 1973).

The definition of a study abroad program provider lacks broad consensus, primarily due to the diverse terminology employed, including terms like third-party provider, affiliate program, and education abroad organization. International education experts have not standardized these terms. As an example, the term third-party provider is defined in one publication by experts in international education. According to this definition, third-party providers encompass non-governmental, not-for-profit organizations, as well as entities operating with a profit motive. The Institute of International Education (IIE) notes that around one-quarter of students engaged in international study between 2000 and 2007 did so through a third-party provider (Twombly et al., 2012).

As an illustration, the Forum on Education Abroad offers its own interpretation, defining a study abroad program provider as an institution or organization that furnishes educational abroad program services to students from diverse institutions. Such providers can take the form of colleges, universities, non-profit organizations, for-profit firms, or consortia, showcasing the varied entities that can assume the role of program providers(The Forum on Education Abroad, 2023).

The book "Making Harvard Modern" by Keller and Keller discusses Harvard's upper administration support for study abroad, particularly during Derek Bok's presidency(Keller & Keller, 2007). Bok aimed to enhance international participation by sending more students abroad and attracting foreign students for leadership development. His proposal for a Fulbright-like program encountered opposition from academic members uninterested in his ideas.

Numerous nations and academic institutions across the globe administer diverse student exchange initiatives, offering students the unique opportunity to not only reside and study but also immerse themselves in the rich culture and heritage of another country. A notable illustration of such programs is the Kennedy-Lugar Youth Exchange and Study (YES) initiative, established by the US Congress in October 2002 as a response to the tragic events of September 11, 2001. This initiative, financially supported by the US Department of State and endorsed by the Bureau of Educational & Cultural Affairs (ECA), is designed to grant scholarships to high school students from countries with a Muslim-majority population. The aim is to enable these students to spend an entire academic year immersed in study within the United States (Kennedy-Lugar Youth Exchange and Study (YES), 2023).

Program participants are accommodated in welcoming host families and enrolled in local high schools, where they engage in a variety of activities aimed at deepening their understanding of American society, values, and customs. These experiences play a pivotal role in nurturing essential leadership skills, and participants, in turn, provide valuable insights to Americans regarding the culture and traditions of their respective countries. The program embraces students from a diverse range of nations, fostering a rich and inclusive environment (Kennedy-Lugar Youth Exchange and Study (YES), 2023).

Initiated in 1987, the Erasmus project was conceived as an exchange endeavour for higher education students. Since its inception, the project has evolved significantly. In its inaugural year, 3,200 students from 11 European countries, including Belgium, Denmark,

Germany, Greece, France, Ireland, Italy, the Netherlands, Portugal, Spain, and the United Kingdom, participated. Over the years, Erasmus+ has expanded its scope, now offering a diverse array of opportunities in higher education, vocational education and training, school education, adult education, youth, and sport. These opportunities are accessible to students, teachers, and youth workers. Over the course of the last three decades, this initiative has empowered nine million individuals to engage in studying, learning, volunteering, or gaining professional experience in another country(From Erasmus to Erasmus+, 2023).

In 2010, the United States Department of State's Bureau of Educational and Cultural Affairs (ECA) launched the Global Undergraduate Exchange Programme - Pakistan. This programme, which aims to promote international educational possibilities, is carried out in Pakistan by the United States Educational Foundation in Pakistan (USEFP), while its activities in the United States are governed by the International Research and Exchanges Board (IREX) (USEFP, 2023).

Global UGRAD-Pakistan serves as a platform for Pakistani undergraduate students to engage in cross-cultural exchange and academic development. Through this initiative, participants gain the chance to study in the United States, immersing themselves in a different educational environment and experiencing a diverse range of cultural perspectives. The program's administration by the USEFP in Pakistan ensures efficient coordination and support for aspiring scholars from the country. They play a vital role in facilitating the selection process, providing necessary guidance, and offering resources to selected participants throughout their journey(USEFP, 2023).

Founded in 1925 by a visionary student from Heidelberg, the German Academic Exchange Service (DAAD) has evolved into one of the world's most esteemed funding agencies for facilitating international student and scientist exchanges. Over the course of its existence, the DAAD has provided essential support to approximately 2 million German and foreign researchers, solidifying its reputation as a key player in promoting global academic cooperation. One of the central objectives of the DAAD is to facilitate the internationalization of German universities. Through strategic initiatives and partnerships, the organization actively promotes cross-border collaborations, encouraging academic institutions to engage with their counterparts around the world. By fostering global networks, the DAAD enhances research capabilities, strengthens academic ties, and supports the development of innovative solutions to global challenges(DAAD, 2023).

Furthermore, the DAAD assumes a vital role in advancing German studies and the German language abroad. Recognizing the importance of language as a bridge between cultures, the organization fosters linguistic diversity by facilitating language programs, promoting German language courses, and supporting initiatives that disseminate German cultural knowledge. By doing so, the DAAD encourages intercultural dialogue and enhances the understanding of Germany's rich heritage and contributions in various academic disciplines (DAAD, 2023).

1.2 Statement of the Problem

This study investigated the present international exchange programmes at various institutions. The goal of this research was to examine how Pakistani and foreign students adjust to multinational cultures and deal with their educational techniques. This study also sought to determine what impact, if any, globalization has in defining university teaching practices and how it affects the learning experiences of international exchange students. This study also sought to investigate the good and negative effects of the globalised education system on the students' personal, social, and academic development. Through this research, I discovered whether or not student exchange programmes are genuinely advantageous to university administration, as well as how they perceive and deal with the difficulty of a varied student body.

1.3 Objectives of the Study

- To explore the lived experiences of students of International students' exchange programs.
- To examine the role of globalization and transculturalism in giving shape to university education and their impact on International students' exchange programs.
- To analyse the advantages and disadvantages of globalized education on the academic, social and psychological development of students participating in exchange programs.
- To reveal the challenges and benefits faced by universities in managing and adapting to the diversification of the student body due to globalization and transculturalism.

1.4 Research Questions

- How do students adjust to living in a foreign country and what kind of challenges do the students face, if any, as international students?

- How do globalization and Transculturalism affect university education, specifically in regards to international students' exchange programs?
- Do globalization and transculturalism positively or negatively impact the university students and their ability to understand the knowledge being imparted and how do the students internalize the concept of global citizenship?
- To what extent do the exchange programs help the students in their social, academic and psychological development?
- How do universities manage challenges and promote cross-cultural understanding through international exchange programs and how can they enhance cultural exchange and foster positive academic experiences for all students in a globalized educational environment?

1.5 Rationale of study

The rationale for a research thesis on the topic of "Impact of Globalization and Transculturalism on University Education: An Anthropological Study of International Students' Exchange Programs" is anchored in the growing interconnectedness and interdependence of societies worldwide. Over the past few decades, globalization has transformed the ways in which individuals, communities, and institutions interact across various domains, including education.

A wide array of studies have been conducted on the topics of globalization, transculturalism and education but there is almost no literature found on this topic specifically in the context of Pakistani universities and the host of student exchange programs.

International students' exchange programs are an essential aspect of contemporary university education, facilitating cross-cultural dialogue, fostering the development of global competencies, and promoting collaborative learning processes. The study aims to examine how globalization and transculturalism intersect with and impact university education by exploring the experiences of students participating in these exchange programs.

Moreover, from an anthropological perspective, this research acknowledges that individuals from diverse cultural backgrounds bring unique worldviews, values, and customs into their academic interactions. Hence, it seeks to enrich our understanding of how these

differences shape learning experiences and outcomes when students engage in international exchange programs.

Overall, this study highlights the significance of examining globalization's multifaceted dimensions and its ramifications in shaping the way we conceptualize and deliver university education today. By unpacking its complexities through an anthropological lens applied to students' exchange programs - a microcosm that mirrors this phenomenon - this research brings us one step closer to navigating our increasingly borderless world with empathy, openness, and adaptability.

1.6 Significance of the Study

A major goal of this research was to offer insights into how universities can better respond to the increasing demands for internationalization, with specific reference to the management of academic mobility initiatives. By addressing the effects of globalization and transculturalism within educational settings, this study contributes to a more comprehensive understanding of emerging global trends.

Moreover this piece of knowledge will help the teachers to get a deeper apprehension of the challenges international students are met with which will ultimately help them in imparting knowledge which will not be too complex for the local as well as international students. This study shall also help to understand the benefits and challenges of International students exchange programs in great detail for the students who wish to enter such programs.

1.7 Organization of the Study

This study is divided into seven chapters: introduction, overview of literature, methods, student perceptions, teacher perceptions, main results, discussion about the results, and conclusion. The following are the important points of each chapter:

The first chapter describes the study topic's inception. It begins with a basic introduction to the study issue, which encompasses the notion of globalization and its history. Afterwards, transculturalism is briefly discussed. The concept of globalization and how it is linked to education is discussed and then lastly the history of a few student exchange programs also has been discussed.

The second chapter is a survey of relevant literature on the subject. It focuses on ancient and modern disputes on the subject, from the global to the local level. The chapter is

broken into extensive discussions on globalization, education, the connection between globalization and education and transculturalism. The chapter also includes detailed discussion regarding the global student exchange programs and towards the end of the chapter theoretical framework of the study is detailed.

The methodological approaches employed in this research effort are discussed in Chapter Three. The information was gathered from five universities in Islamabad, Pakistan. The sample consists of 27 respondents who were chosen using the purposive sampling approach and were given in-depth interviews. For data gathering, an interview schedule was adopted.

The primary chapters of data analysis are chapters four and five. The fourth chapter focuses on data analysis and results from students' experiences studying in a foreign country, what challenges they faced, how they view globalization, and what recommendations they would make to universities to improve the overall experience for students from other countries. Chapter five presents the analysis of data gathered from the teachers regarding their views on globalization, how they cater to the international students and lastly how they view the future of education and globalization.

Chapters Six and Seven summarise the research study by providing a summary, discussion, limitations, and conclusions. The study yielded crucial insights into students' and instructors' experiences and orientations, as well as their understanding of international education and globalization. In this research, the concepts of globalization and education, as well as the specific context of foreign exchange programs, are employed as critical lenses to examine and interpret the interactions and experiences of both foreign exchange students and their host educators. This investigation aims to illuminate the multifaceted ways in which globalization manifests within the educational sphere, particularly through the lens of student and teacher perspectives.

1.8 Operational Definitions of Major Terms

At the core of our research lies a need for clear understanding. To achieve this, I shall start by breaking down and defining the key terms that form the foundation of my exploration into the impact that globalization has on not just education but student exchange programs as a whole. This deliberate approach ensures a solid groundwork for a thorough and accessible research. The operational definitions of major terms are mentioned below:

1. Students:

Defining students can be approached from various perspectives, but commonly, students are individuals engaged in formal education pursuing learning and academic achievement (Tinto, 1993). According to Woolfolk, students are central figures in the higher education landscape, navigating a complex environment that includes academic, social, and personal dimensions (Woolfolk, 2018). In the educational context, students can be defined as individuals actively engaged in a structured learning environment, with the primary goal of acquiring knowledge and skills. As articulated by Astin, students are participants in a multifaceted educational experience, encompassing not only academic pursuits but also social and personal development (Astin, 1997). For the purpose of my study the term of students will be used to denote those students who are at university level and enrolled in a degree program and are currently or during their current degree have been a part of student exchange program.

2. Teachers:

A teacher is a professional educator who plays a pivotal role in facilitating learning and guiding students in their educational journey. As articulated by Shulman, teachers possess a unique blend of pedagogical knowledge, content expertise, and an understanding of the diverse needs of their students. Shulman's concept of pedagogical content knowledge emphasizes the importance of teachers not only mastering their subject matter but also possessing the skills to convey that knowledge effectively to learners (Shulman, 1987).

Drawing on the works of Freire, teachers are seen as transformative agents, engaging students in critical thinking and fostering a consciousness that extends beyond the classroom (Freire, 1970). This holistic perspective emphasizes the teacher's role in nurturing not only cognitive abilities but also social awareness and a sense of responsibility towards society.

Teachers, according to Knowles, are key facilitators of lifelong learning, guiding individuals of various ages in their educational pursuits. This definition underscores the idea that teaching extends beyond formal education and occurs throughout one's life. Teachers, as facilitators, create environments that encourage curiosity, self-directed learning, and the continuous acquisition of knowledge and skills (Knowles, 1984). In the current research, the term of teachers will be used to refer to the teachers who teach at the five universities selected for this study and have been not just been teaching there consecutively for the past

three years and have taught international students for three or more semesters at that particular university.

Chapter Two

Literature Review

2.1 Literature Review

The literature review for this study comes from both theoretical and empirical perspectives. There is a large and extensive body of literature on the topic of globalization, but there has been little research done on the topic of transculturalism education, particularly

in the context of education, and the body of literature on globalization and education in the Pakistani context that I came across was also limited. The current research work has identified the aforementioned gap and is likely to contribute significantly to the existing body of knowledge in the relevant sector. Furthermore, this chapter provides readers with a conceptual understanding of basic concepts of globalization, transculturalism, the history of globalization, education, the relationship of globalization and teaching practices, and foreign student exchange programmes.

2.2 Globalization

Economist Levitt coined the term 'globalization' in 1983, which gained popularity in the 1990s. The expanding global economy since the early 1990s has driven the widespread use of the term. Derived from the globe, it symbolizes the entire planet and is used in various ways. "Globalization" denotes continuous transnational connectivity, "globalism" refers to economically driven development, and "globality" alludes to an actual condition (Beck, 2007; Schnell, 2000)

In The Oxford Concise Dictionary of Politics, Hurrell identified and defined the term of globalization. He has written that globalization is about the universal processes or set of processes that produce an array of relationships and connections that transcend the nations and communities that comprise the modern world system (Oxford Concise Dictionary of Politics 2003).

Globalization encompasses the heightened interconnectedness and integration of nations and individuals across the globe. This process is made possible by substantial reductions in transportation and communication costs. Stiglitz offers a more detailed definition, describing globalization as the breakdown of artificial barriers that impede the cross-border flow of goods, services, capital, knowledge, and people (Stiglitz, 2002).

Globalization is defined as flow of technology, economics, awareness, human beings, norms and ideas beyond boundaries, which impacts each country differently owing to its unique history, customs, culture, and priorities according to Knight & de Wit (Knight & de Wit, 1999). A number of aspects are directly tied to this global flow and are seen as major features of globalization. The knowledge base, IT, the economy of markets, trade liberalisation, and governance style changes are examples of these. These globalization

characteristics have a substantial impact on the educational industry as Knight has observed (Knight, 2004).

In the text titled "The Anthropology of Globalization," Lewellen asserts that present-day globalization is characterized by the growing movement of trade, finance, culture, ideas, and people (Lewellen, 2002). This surge is attributed to advanced communication and travel technologies, alongside the pervasive influence of neoliberal capitalism on a global scale. The ensuing dynamics involve local and regional responses in the form of adaptations and resistance to these multifaceted flows

In the conceptual framework developed by Modelski, a synthesis of two perspectives emerges. Firstly, the connectivist viewpoint sees globalization as an escalation in cross-border interactions, relations, and flows. Secondly, the institutional approach characterizes globalization as the formation and advancement of global-scale institutions. Modelski employs a broad interpretation of "institutions," encompassing entities such as global free trade, multinational enterprises, global governance, worldwide social movements, ideologies, and similar structures (Thompson, 2007).

Globalization is defined as the increasing interconnectedness of individuals across economic, technological, cultural, and political dimensions. It encompasses a broad trend towards the progress of monetary transactions, the expanded movement of capital, goods, and services, and a partial erosion of national boundaries by the UN in the Human Development Report (United Nations, 1999).

Globalization encompasses exchange, changing, and advancement in traits, knowledge, innovating, and standards of conduct between countries throughout the globe. Thus, globalization is an action that effects nations that are internationally intertwined, and as a result of this process, nations, and indeed the entire globe, become increasingly homogenized and linked through policies and structural programmes as noted by Cheng in his article (Cheng, 2000).

In various disciplines and within distinct national discourses, terms such as 'mondialisation' and 'planetary' are occasionally deliberated. These concepts do not stem directly from the physical globe but are derived from comparable unifying notions, such as the world or the planet. The French term 'mondialisation' encompasses the economic aspect of globalization, denoting the process of global economic integration. Additionally, 'planetary' signifies ecological consciousness, particularly with regard to planetary

awareness, and reflects social awareness concerning the escalating economic disparities on a global scale (Roark, 2008). The plural term 'mondialisations' delineates the manifold cultural phenomena associated with globalization and the diverse perspectives on global dynamics within various disciplines (Badura, 2006). Similarly, 'planetaryity' serves as a contrasting concept to globalization, emphasizing social responsibility. Within the framework of this concept, emphasis is placed on unity, underlining the idea that humanity collectively resides on a shared planet (Spivak, 2003).

Nevertheless, the term globalization persists as the predominant term across diverse academic disciplines. Furthermore, the concept of the global city is a derivative of this term, serving as a pivotal node that functions as both a hub and a contact zone for the multifaceted processes associated with globalization. Consequently, 'globalization' will serve as the primary focal point in this analysis. Critiques surrounding the genesis of globalization exist, with some asserting that it transpired in the past three decades, while others posit a correlation between globalization and the era of modernity (Pieterse, 2003). The sociological examination of whether globalization is a product of modernity is a topic for intense debate (Giddens, 1990). Disagreements abound, with certain critics contending that the 'Global Age' has supplanted the 'Modern Age' (Albrow, 1996), while others draw distinctions by linking the re-examination of modernity to capitalism (Pieterse, 2003). Consequently, owing to shared economic attributes, globalization is at times perceived as an inconspicuous successor to imperialism (Pieterse, 2003; Tomlinson, 1999).

Every subject may be related to and influenced by globalization due to its pervasiveness and ease of application. Kraidy, Pieterse, Featherstone, Appadurai, Tomlinson, Huntington and McGrew are a few of the several advocates in international politics (Kraidy, 2002, 2005; Pieterse, 2003; Featherstone, 1995; Appadurai, 1990; Tomlinson, 1999; Huntington, 2011; Hall et al., 1992). According to Friedman the world has altered economically, either for good or for worse (Friedman, 2005). Furthermore, in his 2006 book "The End of Poverty" Sachs argues in support of globalization (Sachs, 2006). In the field of sociology the critics are, but not limited to, Lash & Urry (1994); Castells (1996; 1998; 2009) and Robertson (1992). Friedman (1994; 1999) discusses globalization in the terms of anthropology. Hirst and Thomson, among many others, are both critics and opponents. The two opponents argue against a primarily economic-induced and influenced globalization (Hirst et al., 2009).

Adesina articulated that globalization is wholly responsible for breakthroughs in innovation, such as the worldwide media transmission foundation, stream of information across borders, the internet, vast systems of satellites, and phones (Adesina, 2012). Adesina notes that digital devices along with internet have deeply altered how people connect globally. She concluded that not only has this innovation simplified global communication, but nations who lack this innovation are effectively prevented from participating in the global turn of progress. It is often assumed that globalization has made economic life more competitive and hard, emphasising the need of human aptitude, formal learning, and development. Because most developing countries are plagued by socioeconomic issues such as unemployment, income inequality, and political insecurity, only well-trained workers equipped with contemporary knowledge and skillset can compete and take advantage of the prospects produced by globalization(Adesina, 2012).

Kazmi published a study “Role of Education in Globalization: A Case for Pakistan” and wrote that modern education is thought of as an efficient medication that any nation may use to better the nation’s economy and erase all the societal problems (Kazmi, 2006). Parker and Clegg in their book titled “Globalization” wrote that Globalization is defined as an increasing feeling that events all over the globe are rapidly coming together to form a unified and assimilated world wherein financial, sociocultural, technical, commercial, and other stimuli cross the out-dated boundaries and borders such as countries, national values, time and space, and manufacturing with increasing ease (Parker & Clegg, 2006).

The creation of a global economy characterised by uncontainable marketplace powers and new fiscal elements such as multinational firms, global banks, and other institutions of finance is referred to as Globalization as argued by Considine, Capling and Crozier in their study (Capling et al., 1998). The increasing commercial, cultural, ecological, and social interrelationship, and also the modern international monetary and power structures with both and impulses to make everything homogenized and distinguished together can be termed as Globalization and it is the outcome of the progress of an international economy as Blackmore described it(Blackmore, 2000). Globalization is understood as a phenomenon that dissolves state borders, alters commonalities within and between nations, and profoundly shapes the evolution of national and interest group identities, as expounded by Morrow and Torres in their publication "The State, Globalization, and Educational Policy"(Morrow & Torres, 2000).

Wells has claimed that Globalization often talks about a complex collection of fiscal, political and social issues. Nations and individuals are becoming more economically and politically interdependent as global trade expands. Innovative communicative machineries that promote wider worldwide line of work and also sociocultural engagement are viewed as factors of globalization's growth (Wells et al., 1998).

As stated by the World Health Organization (WHO) Globalization encompasses three interconnected phenomena: (1) the rise in across the border movements of commodities, services, money, humans, technology, and ideas (2) the liberalization of the national economies and borders to facilitate such movements; and (3) the establishment of global institutions and regulations to govern these across the border exchanges. These three phenomena significantly impact and are influenced by national macroeconomic and social policies, regulatory frameworks, and institutional structures (World Health Organization, 2001).

The basic content of globalization is that human societies have grown alive and healthy despite their links with world history, each living in their unique history, according to their own culture and a generally independent pace of advancement and evolution according to Abdalla. He further noted that they engage in the scheme of a single production, whether in the same story or not, and it receives the same material and moral influence, regardless of whether it is tied to culture or what is communicated (Abdalla et al., 2022).

Over the last two decades, globalization has reshaped the residents and drivers of economic success. Through globalization, old sponsors of commercial expansion and financial dominance, such as physical means and industrial capacities are substituted by modern knowledge. Globalization has led to in substantial modifications to the knowledge economy as well as circumstances for the providing higher level of education to meet global skilfulness requirements. Higher education services have emerged in recent years as a significant commercial area for commerce worth billions of dollars. The knowledge society, communication and IT, the capitalist-oriented economics, the presence of trade liberalisation, and modifications to the governance styles are major features of globalization and Kumar has noted that in “Globalization and Higher Education in India” (Kumar, 2023).

Ota, Remache and Belarbi are of the view that globalization is a might as influential as industrial development, urbanisation, and secularisation all joined together. The knowledge system and higher learning institutes as a whole must now find a careful

equilibrium between honouring state interests and native requirements while adjusting to function in a global setting(Ota, 2018;Remache & Belarbi, 2019).

Social scholars acknowledge Marx as a seminal figure who pioneered the dimensional approach in elucidating the concept of globalization. Marx expounded on the phenomenon of globalization, basing his argument primarily on economic factors. In his theory of dependence, Marx asserted that political-geographical boundaries persist but will eventually dissipate under a future proletarian supremacy. This notion gained prominence soon after his demise in 1883, with his ideas exerting a significant influence on global labour movements, exemplified by events such as the Bolshevik movement, also known as the October Revolution, in Russia on October 25, 1917(Marx & Mandel, 1977).

In Waters' work "Globalization", Wallerstein is identified as the proponent of the dimensional approach, with a focus on the economic perspective in defining globalization. Drawing inspiration from Marx's dependency theory, Wallerstein derived historical changes from his world system theory to construct a theoretical framework for understanding these transformations. He characterized globalization as "an increasing level of interconnectedness between national systems through trade, cultural influence, and the dominance of military power and their alliances (Waters 2000).

Robertson is recognized as one of the foremost authors addressing the issues of globalization, particularly delving into its cultural dimensions. He elucidates globalization through the lens of cultural aspects. In this context, the concept of globalization is expounded in "The Globalization Reader," where it is defined as "the compression of the world and the intensification of attention to the globe as a whole"(Lechner & Boli, 2003).

Wallerstein asserts that global pressures began in the sixteenth century, while Robertson contends that the history of globalization extends much further. Globalization, for Robertson, involves a heightened global awareness where individuals are evaluated on a worldwide scale rather than within their local context. The views of Wallerstein and Robertson align on the idea of an increased global interconnectedness. According to Dependency theory, economic development influenced by external factors such as economic, political, and cultural dynamics shaping national development policies is termed dependency theory. This theory comprises three commonly shared features. Firstly, it involves a dual-state system, often described as dominant/dependent, center/periphery, or metropolitan/satellite(Loverez, 1996).

The Organization for Economic Cooperation and Development (OECD) represents the dominant states in advanced industrial nations. Conversely, dependent states, characterized by low per capita Gross National Products (GNPs), encompass regions such as Latin America, Asia, and Africa. Additionally, this category includes states heavily reliant on a single commodity for foreign exchange earnings. Both definitions share a common premise: the acknowledgment that external forces play a paramount role in shaping the economic activities within dependent states. The states which are dependent on the foreign debt are also dependent on the developed nations as well. Third, the interaction between the dominant and dependent state are not unequal due to their classification, their relations are also not equal most of the things are reinforced by the dominant state due to their power and economy (Loverez, 1996).

Giddens conceptualizes globalization as the broadening of global social connections, intertwining distant areas in a manner where local incidents are shaped by events occurring far away, and reciprocally so. This statement underscores that local occurrences are influenced not solely by their immediate environment but also by the repercussions of global forces, illustrating the impact of the globalization process (Giddens, 1990).

According to the perspectives of Robertson and Giddens on globalization, Giddens posits that modernity has been ushered in by the forces of globalization (Robertson, 1992; Giddens, 1990). He further asserts that advancement is inherently connected with the process of globalization. Giddens places the origins of globalization in the mid-sixteenth century, particularly in Europe. On the other hand, Robertson disagrees with the notion that globalization is a recent phenomenon. He concurs that global social dynamics commenced prior to the sixteenth century, as suggested by Giddens. Robertson attributes the rise of globalization to progress and the ascent of capitalism. Modernization, according to Robertson, plays a role in influencing globalization. Moreover, it has led to a high level of interconnectedness, resulting in the present scenario where we are unable to pinpoint the extent of globalization across various regions of the world. From both perspectives, modernization and globalization are progressing in tandem on a global scale.

Waters provides a perspective on globalization that is less politically oriented, defining it as a social process in which geographical factors influence political, social, cultural, and economic changes. He emphasizes the growing awareness that individuals are part of a global context and subsequently adjust their behaviour accordingly. However, the idea that

individuals are always conscious of this awareness can be contested (Waters, 2000). This is because, at times, some people may not be fully aware that the process of globalization is impacting them, and they may be moving or acting in response to global forces without conscious acknowledgment.

Held and McGrew characterize globalization as a dynamic process or series of processes that signify a fundamental alteration in the social relations of spatial organizations. This transformation is assessed by considering factors such as extensity, intensity, velocity, and impact, resulting in the creation of cross-country or inter-regional flows and networks of movement. This conceptualization underscores a profound change in the connections and relationships of organizations, spanning both local and international spheres (Held et al., 1999).

In light of the perspectives of the aforementioned authors, globalization can be characterized as encompassing political, social, cultural relations, and economic changes across global territories. Alternatively, it can be seen as the advancement of equal opportunities in the political, economic, social, and cultural domains of all nations worldwide. Additionally, it is closely tied to the diffusion of modernization throughout the globe. Globalization signifies an increase in linkages between people, goods, and advanced technology. It is a process wherein national business operations and markets become fundamentally global. This denotes a scenario where activities that were confined to a specific country are now extended to various nations worldwide. In essence, globalization is the progression of transforming the world into a unified space, resulting in the convergence of cultural, environmental, and economic aspects from all corners of the globe.

2.3 History of globalization

Delving into the origins of globalization, it is crucial to start with Adam Smith, often regarded as the father of economics in the context of the world of nations. Smith asserted that the division of labour enhances production by meeting the demand of unlimited human resources and fostering organized commerce worldwide (Smith, 2018). In considering Smith's contributions, it can be argued that he was among those advocating discussions on issues related to globalization, especially when he addressed the limitations of markets within a global context.

Marx, drawing inspiration from the ideas of Adam Smith, authored the "Communist Manifesto". In this work, he argues that "the need of a constantly expanding market for its products chases the bourgeoisie across the entire surface of the globe. It must nestle everywhere, settle everywhere, and establish connections everywhere." The activities of production and consumption, driven by the bourgeoisie, extend globally. The world market imparts a cosmopolitan character to both production and consumption in every nation (Larson & Nissen, 1987). Marx propagates the notion that with the continuous expansion of capitalism globally, a day would come when the proletariat, or the working class, would rise in opposition to the bourgeoisie. The proletariat would stand up against the bourgeoisie to assert their rights and address socio-economic disparities. Marx's analysis is considered a reflection of contemporary events, especially concerning the on-going global market economy and its perpetual production system. This is attributed to the impact of the globalization process.

Friedrich Engels, the co-author of Marx, collaborated with Marx on the Communist Manifesto. Engels discussed the impact of a newly invented machine in England alongside Marx. They observed that millions of workers ceased working as a result of the introduction of the machine, leading to a disruption in their livelihood within a year. However, they acknowledged that despite the challenges, the use of machinery brought people into contact with one another across borders, fostering increased production. The substantial output connected all local markets into one global market, promoting progress worldwide. This progress, facilitated by large-scale production, ensured resilience against potential disruptions from other civilizations in different countries (Nissen, 2003). It is striking that a significant portion of Friedrich Engels' works has been recognized and continues to be acknowledged within the realms of globalization, particularly in the fields of science, technology, and capitalism.

The term "globalization" might be a relatively recent coinage, originating in the 1980s, but the underlying concept has a much longer historical presence (Held et al., 1999). Indeed, the cross-border movement of goods, ideas, and people has been an on-going phenomenon for centuries, propelled by advancements in transportation and communication technologies (O'Rourke & Williamson, 2002). While the Internet undeniably has played a pivotal role in hastening globalization in recent years, earlier innovations such as the steamship and train in the 19th century were equally instrumental in promoting global economic integration (Kindleberger, 1995). These advancements played a pivotal role in

substantially lowering communication and transportation costs, thereby laying the foundation for a more interconnected world(Coleman et al., 1991). This interconnectedness forms the core of globalization, wherein events and developments in one part of the world can send ripples that impact others, resulting in a intricate network of interdependence(Held et al., 1999).

Tony and Ebrary posit that globalization is the frequently used term to denote the power dynamics, technology, and practices that characterize and have given rise to the modern world (Tony et. al, 2003). He also notes that the term "globalization" has been in use before the 1960s, guiding us regarding its historical usage. Some authors argue that it is an ancient term, while others assert that it is a relatively new concept emerging in the post-modernization era. According to Tony, globalization is not a process that occurs over one or two days; instead, it is a lengthy and rapidly accelerating process fuelled by modernization and industrialization. Therefore, due to the confusion surrounding when globalization truly commenced, there is also ambiguity in its meaning and global definition, both in general discourse and within scholarly circles.

Among Marxist theorists attempting to trace the origins of globalization, Wallerstein stands out. He contends that "globalization does not represent a state-of-the-art phenomenon."Within academic discourse surrounding globalization, Immanuel Wallersteinoffers a nuanced perspective (Wallerstein, 2001).He diverges from celebratory narratives, viewing the phenomenon not as a 20th-century triumph, but as a protracted farewell to historical systems. His analysis delves into economic aspects, tracing the social compression inherent in globalized structures since the 16th century. While acknowledging the acceleration of globalization in cultural and individual realms, Wallerstein emphasizes its bittersweet nature. He locates the origins of this process in the division of labour and economic exchange, highlighting the distinction between mini-systems and world systems. This contrasts with Anthony Giddens' focus on "time-space distinction" and "time-space realities(Wallerstein, 2001).

Appadurai suggests that globalization is a "vernacular" aspect of modernization. He posits that globalization is inherently historical, localizing, and uneven. In the 1950s and 1960s, it was considered that one is born into the ruling class, and he refers to himself as part of this ruling class. According to him, the existence of globalization was apparent to only a few during this period, and it is only later that "a significant number of working individuals

and the poor" came to realize its presence. As an expert anthropologist, he contends that globalization does not imply the homogenization of cultural aspects. In other words, globalization does not necessarily or frequently equate to the Americanization of cultures. Many practices continue to be influenced by cultural diversity, highlighting the significant role that culture plays in various aspects of human behaviour and society(Appadurai, 1996).

Held and McGrew in "The Global Transformation Reader," particularly concentrating on the economic sphere, discuss significant perspectives on the origins of globalization (Held & McGrew, 2000). They identify two key groups within this discourse. The first group, known as 'globalists,' consists of believers who assert that globalization is a genuine phenomenon and reflects significant historical trends. The second group includes those who contend that what we are currently experiencing is essentially a continuation of patterns that emerged during the era of European colonial expansion. These two groups are crucial for the discussion on the origin of globalization, with the globalists being particularly associated with the genesis of this global phenomenon.

Busch shares a similar perspective to Held and McGrew regarding globalization. They agree that there are identifiable and measurable globalizing trends, but caution against perceiving them as universally all-encompassing. Moreover, they emphasize that these trends are not working without resistance and exceptions. The authors reject the dichotomy of viewing globalization solely as either "liberal," assuming it is unequivocally positive, or as a negative force with adverse political and economic consequences. Instead, they advocate for a nuanced understanding that acknowledges both the positive and negative dimensions of global trends(Busch, 2009).

The above discussion and the history of globalization debate is not end but it continues with the other authors. While the concept of "globalization" is a modern term, its origins stretch back to antiquity. The groundwork for globalization can be identified in the ancient Silk Road, an intricate network of trade routes that linked Europe and Asia from as early as 200 BCE (Frankopan, 2017). The Silk Road, established during the Han Dynasty in China, facilitated long-distance trade between civilizations in Asia, Europe, and Africa. This network of trade routes allowed for the exchange of goods, technologies, and knowledge, leading to cross-cultural interactions and integration (Mark, 2018). Similarly, the empires of ancient Greece and Rome promoted trade, cultural diffusion, and the spread of ideas

throughout their vast territories (Friedman, 2012). These early instances of globalization laid the foundation for future developments.

The Age of Exploration in the 15th and 16th century was a watershed moment in globalization history. European powers, driven by the desire for new trade routes and resources, embarked on voyages that expanded the boundaries of the known world. Christopher Columbus's discovery of the Americas in 1492 paved the way for European colonization and the establishment of global trade networks (Dunning, 1992). Visionary explorers such as Christopher Columbus and Vasco da Gama played a pivotal role in interlinking continents through maritime routes, consequently facilitating the interchange of commodities, opulence, and even diseases between Europe, Asia, Africa, and the Americas (Diamond, 1999). The subsequent rise of mercantilism further intensified globalization by promoting national economic interests and the accumulation of wealth through trade (Bhagwati, 2004).

The late-nineteenth-century Industrial Revolution signalled a fundamental change in the globalization process. Technological advancements in transportation, such as the steam engine and railways, dramatically reduced the cost and time required to transport goods across long distances (Rodrik, 2012). Mass production, powered by new machinery, led to an increase in trade volumes as goods could be produced more efficiently and at lower prices (Friedman, 2012).

Following World War II, a new era of international economic cooperation emerged, leading to the establishment of institutions geared towards promoting global stability and development. The International Monetary Fund (IMF) and the World Bank were integral components of the Bretton Woods system, which aimed to prevent the economic imbalances and protectionist policies that had contributed to the Great Depression and the war (Boughton, 2001). The General Agreement on Tariffs and Trade (GATT), subsequently replaced by the World Trade Organization (WTO), sought to diminish barriers to international trade and encourage a more open and equitable global trading system (Bhagwati, 2004). These institutions played a pivotal role in integrating national economies and fostering global cooperation.

In recent years, the surge of technological progress, notably the ascent of the internet and digital platforms, has propelled globalization to unparalleled heights. The internet's capacity for instantaneous communication has revolutionized the way businesses interact

with their global clientele and collaborators (Castells, 1996). This interconnectedness has fostered a borderless market environment, allowing companies to transcend geographical limitations and access customers and partners worldwide (Clemons et al., 1993). E-commerce platforms like Amazon and Alibaba have transformed the retail landscape, facilitating cross-border trade on an unprecedented scale (Brynjolfsson & McAfee, 2016).

Moreover, significant strides in transportation have spurred a transformative evolution in the mobility of commodities and individuals. The inception of containerization during the 1950s heralded an era of streamlined and economical global goods transportation (Levinson, 2008). Simultaneously, the democratization of air travel through cost-effective options has democratized global mobility (Gössling et al., 2015). This accessibility has not only facilitated the ease of international travel but has also fostered cross-cultural encounters and the growth of the tourism sector (Gössling et al., 2015).

The implications of globalization are intricate and diverse. On one side, globalization has played a crucial role in propelling economic growth and progress. Escalated international trade and the influx of foreign direct investment have acted as catalysts, spurring productivity and fostering innovation (Rodrik, 2017). Developing nations that have wholeheartedly embraced globalization have witnessed tangible reductions in poverty rates and substantial improvements in living standards (Easterly, 2002). Additionally, globalization has acted as a conduit for the dissemination of knowledge and the exchange of ideas, promoting cultural diversity and cross-cultural understanding (Held & McGrew, 2007).

While often associated solely with financial matters, globalization is a multifaceted phenomenon encompassing a broad spectrum of human interactions. It transcends mere economic flows, profoundly impacting the exchange of information, services, goods, culture, and even people on a global scale (Held et al., 1999). This interconnectedness fosters deeper relationships, facilitates communication, and enables the sharing of diverse cultural values across borders (Albrow & King, 1990). Technological advancements, particularly the rise of the internet, have further fuelled globalization, accelerating the exchange of information and ideas (Castells, 1996). This interconnectedness has demonstrably impacted developing nations, influencing trade, tourism, political landscapes, and even immigration patterns (Held et al., 1999).

2.4 Transculturalism

The term 'Transculture' was introduced by Cuban anthropologist Fernando Ortiz in 1940 to depict the phenomenon of cultures merging and converging. It represents an evolving realm where individuals position themselves beyond the confines of their primary cultures. In transculture, people freely select elements rather than adhering to rules and prescriptions dictated by their respective cultures (Tripathi, 2019).

Transculturality addresses the movement of human beings across the globe, resulting in the intertwining of previously distinct cultures (Soriano, 2015) across social and state boundaries (Slimbach, 2005). As a procedure characterized by interconnectedness, blending, and shared elements (Welsch, 1999), Transculturality fosters dialogue and cooperation among individuals, embracing diversity while preserving individual and national identities. In higher education, transcultural studies offer an avenue to examine the potential for harmonious coexistence in a globalized world, transitioning from a focus on multiculturalism to the exploration of transculturalism (Ryan, 2011).

Transculturalism is a concept that goes beyond multiculturalism and emphasizes the dynamic interaction and blending of cultures. It recognizes that cultures are not static entities but undergo constant change through interactions with other cultures (Kraidy, 2006). Transculturalism emphasizes the fluidity of cultural boundaries and recognizes the emergence of hybrid cultures and identities (Appadurai, 1996).

Murray defines transcultural as the outcomes of interactions between two or more distinct cultures, giving rise to a new composite culture in which some existing cultural features are combined, others are lost, and new features are created (Murray, 2010). This concept goes beyond the mere celebration of cultural diversity and emphasizes the necessity of engaging in what Banks terms a 'praxis of culture' (Banks, 2004).

In a diverse world woven from diverse threads, transculturalism emerges as a vibrant tapestry of global connectedness. It's not just a coexistence of cultures, but a dynamic dance across borders, languages, and beliefs. Here, individuals from myriad backgrounds weave their unique melodies into a symphony of shared understanding. This mosaic of humanity transcends mere tolerance, embracing a tapestry of mutual respect and learning. Unlike the patchwork of multiculturalism, where cultures often remain distinct pieces, transculturalism stitches them together into a unified fabric. It's a space where differences are not barriers, but bridges, and where collective growth thrives on the exchange of experiences and

perspectives. This contrasts with the spotlight-focused world of cross-culturalism, where comparisons illuminate differences rather than fostering unity. In the transcultural realm, diversity is not measured against a dominant norm, but celebrated as the very essence of the shared human story (Tripathi, 2019).

2.5 Relationship between Globalization and Transculturalism:

Globalization has accelerated the exchange of cultures, ideas, and practices across borders, leading to the emergence of transculturalism. As people from different cultures interact more frequently, they share values, traditions, and ways of life, resulting in the fusion of elements from various cultures (Tomlinson, 1999). Transculturalism, therefore, can be seen as a product of globalization and reflects the dynamic and hybrid nature of contemporary cultures.

Globalization and transculturalism have led to the phenomenon of cultural hybridization, where cultural elements from different societies merge to create new forms of expression (Pieterse, 2003). This process is facilitated by global flows of people, media, and commodities, which enable the dissemination of cultural products and ideas on a global scale (Hannerz, 1991).

2.5.1 Historical Background of Transculturalism

The concept of transculturalism has its roots in a lengthy history of cross-cultural interactions and exchanges. Across human history, civilizations have interconnected through various means, including trade, conquest, migration, and cultural diffusion. Ancient civilizations, like the trade routes of the Silk Road, serve as examples of the exchange of ideas, technologies, and cultural practices between the East and the West (Hodgson, 1974). These early encounters established the groundwork for a transcultural world, where cultures blended, evolved, and coexisted.

2.5.2 Cultural Anthropology and Transculturalism

Cultural anthropology plays a vital role in understanding transculturalism. Scholars like Franz Boas contributed significantly to the field by promoting the idea that cultures are not static, but rather fluid and subject to change through intercultural contact (Stocking, 1982). Boas's ideas laid the groundwork for a more nuanced understanding of cultural exchange and challenged ethnocentric views.

In the mid-20th century, scholars like Edward T. Hall and Clifford Geertz further explored the complexities of intercultural communication and cultural context (Hall, 1973; Geertz, 1973). They emphasized the importance of context and interpretation in understanding cultural practices and rituals, laying the groundwork for transculturalism as a lens through which to examine global interactions.

2.5.3 The Impact of Globalization on Transculturalism

The advent of globalization in the late 20th century accelerated transculturalism. Rapid advances in technology, transportation, and communication enabled unprecedented interconnectedness between cultures. Ideas, products, and people moved across borders with ease, creating a global cultural landscape characterized by hybridity and cosmopolitanism (Appadurai, 1996). The global reach of multinational corporations and the internet further amplified cultural exchange and interconnectedness (Ritzer, 2007).

2.5.4 Transcultural Identity and Identity Formation

The process of transculturalism can lead to the formation of transcultural identities, where individuals embrace elements from multiple cultures and negotiate their sense of self. The concept of "third culture kids" (TCKs) refers to individuals who spend a significant part of their formative years in a culture different from that of their parents (Pollock & Reken, 2009). TCKs often develop unique identities that bridge the gap between their original and host cultures.

In the context of diaspora communities, transcultural identity is particularly pronounced. Diaspora refers to the dispersion of a population from its original homeland, and members of these communities often maintain a robust connection to their cultural origins while simultaneously engaging with the culture of their new environment (Brah, 1996).

2.6 Education in Ancient Civilizations

2.6.1 Mesopotamia and Sumer (circa 3500 BCE)

The cradle of civilization, Mesopotamia, and the Sumerian civilization were among the first to develop formal educational systems. Temples served as centers of learning, where scribes were trained in writing, mathematics, and religious rituals. The Sumerians' invention of cuneiform writing marks a pivotal moment in the history of education, as it allowed knowledge to be preserved and passed on (Kramer, 1971).

2.6.2 Ancient Egypt (circa 3100 BCE)

In Ancient Egypt, education was predominantly reserved for the upper class and focused on preparing scribes and administrators for government roles. The scribal schools emphasized hieroglyphic writing, arithmetic, geometry, and religious texts. Education was often held within temple complexes and served to maintain the continuity of the kingdom (Wilson, 1956).

2.6.3 The Influence of Ancient Greek Philosophers

2.6.3.1 Plato and the Academy (387 BCE)

The Academy in Athens, a renowned center of learning in the classical era, was established by the eminent philosopher Plato. Plato's vision birthed an institution that profoundly impacted the intellectual landscape of antiquity. The Academy embraced a comprehensive approach to education, integrating disciplines such as mathematics, philosophy, physical education, and music, all under one roof (Hare, 1982). Plato's profound insights into education are enshrined within his enduring works "The Republic" and "The Laws," where he expounded upon his philosophies on the ideal educational system of his time (Nails, 2002).

2.6.3.2 Aristotle and Peripatetic School (335 BCE)

Aristotle, a disciple of Plato, left an indelible mark by founding the Peripatetic School. This institution, dedicated to the pursuit of knowledge, was characterized by its emphasis on empirical observation and rational inquiry (Barnes, 2001). Aristotle's educational philosophy echoed his belief that learning should cater to individual dissimilarities and extend beyond theoretical realms into the realm of practical application (Reeve, 2013). The legacy of the Peripatetic School has played a significant role in shaping the methodologies of learning and inquiry throughout history.

2.6.4 Education in Ancient India and China

2.6.4.1 Ancient Indian Gurukul System (circa 1500 BCE)

In ancient India, education was primarily conducted through the Gurukul system, wherein students resided with their teachers (gurus) and received comprehensive instruction on different subjects encompassing Vedas, medicine, philosophy, mathematics and warfare (Dharampal, 1983).

2.6.5. Confucian Education in Ancient China (551-479 BCE)

Confucianism, a major philosophical tradition in China, emphasized moral development and the cultivation of virtues in education. Confucian scholars played an important role in the government administration, shaping the educational system based on the principles of ethical behaviour and social harmony (Ames & Rosemont, 2010).

2.6.6 Medieval Education and the Rise of Universities

2.6.6.1 The Monastic Schools (6th - 12th centuries)

During the middle ages, education was primarily preserved within monastic communities, where monks were educated in theology, philosophy, and various arts. Monastic schools were essential in preserving classical knowledge and fostering learning in Europe (Southern, 1992).

2.6.6.2 Emergence of Universities (11th - 12th centuries)

In the 11th and 12th centuries, universities started to emerge across Europe, notable examples being the University of Bologna and the University of Paris. These institutions offered higher education, granting degrees in theology, law, medicine, and the liberal arts, and they evolved into centers of intellectual exchange (Rashdall, 2010).

2.6.7 Renaissance and Enlightenment Education

2.6.7.1 Humanist Education during the Renaissance (14th - 17th centuries)

The Renaissance brought about a renewed emphasis on humanism and the value of individual learning. Education during this period focused on classical texts, promoting creativity, art, and the cultivation of a well-rounded individual (Brotton, 2006).

The Renaissance marked a revival of classical learning and humanist education. Prominent scholars like Erasmus and Vittorino da Feltre emphasized the study of classical texts, history, literature, and the development of critical thinking skills (Kristeller, 1979).

2.6.7.2 Enlightenment and the Age of Reason (17th - 18th centuries)

The Enlightenment era promoted rationality, scientific inquiry, and scepticism. Thinkers like John Locke and Jean-Jacques Rousseau proposed new ideas on education, focusing on natural rights, individualism, and the importance of education for societal progress (Gay, 1995)

2.6.8 Modern Education and Educational Reform

2.6.8.1 Industrial Revolution and Public Education (18th - 19th centuries)

The onset of the industrial revolution and the ascent of modern nation-states brought about substantial changes in education. Movements advocating for universal education gained traction, resulting in the implementation of compulsory education laws in numerous countries (Tomlinson, 2005).

During the 20th century, education underwent further transformations. Progressive educational theories promoted child-centered learning, while educational psychology provided insights into effective teaching methods (Dewey, 1916; Piaget, 2013).

The Industrial Revolution brought significant societal changes, leading to the need for a skilled workforce. Public education systems were established in many countries, providing basic education to the masses and promoting literacy and numeracy (Cubberley, 2012).

2.6.8.2 Education in the Digital Age: The Technological Revolution

The 21st century saw the integration of technology into education. Digital tools, online learning platforms, and virtual classrooms revolutionized access to information and enabled lifelong learning (Hodges et al., 2020). E-learning and educational apps transformed traditional teaching approaches, offering personalized learning experiences (Bates, 2015).

2.6.8.3 Progressive Education Movement (late 19th - early 20th centuries)

The Progressive Education Movement which was spearheaded by educators such as John Dewey underscored learning through experience, critical thinking, and child-centered teaching. It sought to create active and engaged learners, rather than passively absorbing information (Dewey, 1916).

2.7 Education in the Globalized World: The Changing Landscape

Globalization has instigated transformative changes across various dimensions of contemporary society, and the field of education is no exception. The on-going metamorphosis of education in direct response to global trends and challenges plays a pivotal role in equipping individuals to navigate the intricacies of a globalized environment. The transition towards a knowledge-centric economy has amplified the need for a proficient and globally adept workforce, compelling educational establishments to recalibrate their

curricular frameworks and pedagogical strategies to align with this evolving landscape (Marginson, 2007).

2.8 The Role of Globalization in Shaping Education Content

The globalization of education has engendered the fusion of worldwide viewpoints into educational content. The scope of curriculum development has transcended the confines of a confined national outlook, embracing a broader spectrum of subjects that mirror global quandaries and complexities (Cuban, 1992). In various educational systems, efforts have been made to incorporate cross-cultural understanding and awareness of global challenges such as climate shift, sustainable development, and social justice (Spring, 2014).

2.9 Globalization and Technology in Education

The rapid advancement of technology has facilitated global learning experiences and enabled cross-border collaboration among students and educators. Online education and virtual classrooms have emerged as powerful tools in providing access to quality education worldwide, transcending geographical boundaries (Hodges et al., 2020). The democratization of knowledge through technology has the potential to bridge educational gaps and foster inclusivity (Bates, 2015).

2.10 Preparing Global Citizens: The Role of Education

In a world where globalization as a phenomenon is increasing, cultivating global competence and cross-cultural understanding has become essential for individuals to thrive and contribute meaningfully to society. Education plays a critical role in developing intercultural communication skills, fostering empathy, and nurturing a sense of global citizenship (Merryfield, 2000). Global citizenship education initiatives have gained traction, aiming to empower students to be active global participants and responsible global citizens (UNESCO, 2014).

2.10.1 Challenges in Globalized Education

Amidst the array of advantages presented by globalized education, formidable challenges endure. Educational inequities and disparities in accessing quality learning opportunities persist, spanning across both national boundaries and within countries (Bray, 2003). The pursuit of an inclusive educational landscape faces hurdles in mitigating the

divide between privileged and marginalized learners, within global contexts as well as on a localized scale (Torres, 2009).

The execution of global education initiatives can encounter opposition arising from cultural prejudices and disparities in educational methodologies (Mundy et al., 2008). Additionally, the digital divide poses a significant obstacle in ensuring equitable access to technology-enabled education for all learners (Warschauer, 2003).

2.10.2 Opportunities for Enhancing Globalized Education

Globalization presents a plethora of opportunities for enhancing education on a global scale. International student and faculty exchanges foster cross-cultural learning and knowledge sharing, promoting a deeper understanding of diverse perspectives (Altbach & Knight, 2007). Collaborative research and educational partnerships between institutions serve as catalysts for synergizing resources and proficiencies, nurturing a conducive environment for educational innovation (Teichler, 2006). Furthermore, harnessing the potential of digital tools and online platforms presents the opportunity to foster all-encompassing and globally accessible educational encounters (Selwyn, 2016).

2.10.3 The Role of Education Policy in a Globalized World

Effective education policies constitute a pivotal lever in capitalizing on the educational opportunities presented by globalization. Sound policy frameworks should be crafted to bolster global competence, cross-cultural literacy, and an ethos of inclusiveness within educational paradigms (Marginson & Wende, 2007). Addressing the complexities of educational disparities and the digital divide requires tailored policy interventions aimed at ensuring fair access to quality education across all segments of society (UNESCO, 2017).

2.11 The Impact of Globalization on Education

2.11.1 Knowledge and Technology Transfer

In the past few decades, the process of globalization has significantly facilitated the exchange of knowledge and technology across international borders, leading to a substantial transformation in the field of education. Digital learning platforms, online resources, and open educational materials have played a pivotal role in this evolution (Altbach et al., 2009). Historically, elite educational organizations in developed countries monopolized access to cutting-edge information and resources (Marginson, 2016). However, the rise of online

learning has dismantled these barriers, granting learners worldwide the ability to benefit from the latest advancements in various academic domains (Dabbagh & Kitsantas, 2012; Sanderson & Rosenberg, 2002).

Within the realm of education, the seamless integration of technology has inaugurated a new era of interactive and immersive learning experiences. Technological advancements like virtual reality, augmented reality, and simulation-based learning have fundamentally restructured traditional teaching methodologies, opening up novel avenues for engagement and comprehension (Hunter, 2015). These innovative pedagogical approaches facilitate a deeper understanding of complex concepts by allowing learners to interact with subject matter in tangible and three-dimensional ways (Brown & Adler, 2007). As a result, education has been elevated to a realm of heightened interactivity, enabling students to grasp intricate ideas in manners that were previously unattainable.

However, it is crucial to recognize that the digital divide remains a notable concern in the context of globalization and education. Despite increased access to technology in various parts of the world, there are still regions where technological infrastructure and internet connectivity are limited (Warschauer, 2003). Bridging this digital divide requires concerted efforts from governments, international organizations, and private sectors to ensure that all learners have equal opportunities to benefit from technological advancements in education (UNESCO, 2023). Addressing these disparities is essential for promoting inclusive and equitable education on a global scale.

2.11.2 Diversification of Educational Curricula

Globalization has spurred an increased emphasis on global perspectives within educational curricula. Numerous countries now acknowledge the significance of preparing the children of their countries to be active participants in an interconnected world. As a result, educational curricula have been adapted to include modules on international relations, cross-cultural communication, and global challenges.

Incorporating global perspectives into educational curricula goes beyond merely introducing international topics. It entails fostering a broader understanding of global issues and promoting empathy and solidarity among learners. Students are encouraged to critically examine global challenges such as climate change, poverty, and human rights violations. This method aids in the development of their critical thinking skills and engagement with

complicated global issues, equipping them to become responsible global citizens (Banks, 2015; Merryfield, 1998).

Furthermore, the diversification of educational curricula allows students to appreciate the cultural diversity of the world. By learning about different cultures, traditions, and histories, students develop a more inclusive and open-minded outlook. This, in turn, can contribute to reducing prejudices and stereotypes, promoting tolerance, and enhancing intercultural understanding (Banks, 2015).

2.11.3 Challenges of Market-Driven Education

The globalized education landscape has also brought forth challenges, particularly with the rise of market-driven education models. In the pursuit of economic competitiveness, education institutions might face pressure to cater primarily to the requirements of the global labour market. Consequently, there is a risk of prioritizing profit over educational quality and relevance (Marginson, 2016).

Market-driven education can lead to an overemphasis on certain disciplines or skills that are perceived to be in high demand in the global market, while neglecting other equally essential fields of study. This approach can create imbalances in the job market, which results in a shortage of skilled professionals in certain sectors and an oversupply in others. Moreover, it may undermine the development of a well-rounded education that encompasses the humanities, arts, and social sciences – disciplines crucial for fostering critical thinking, creativity, and a broader understanding of the human condition (Bok, 2006 ; Hyslop-Margison & Sears, 2007).

Another challenge arising from market-driven education is the potential neglect of local needs and cultural identities. As institutions focus on meeting global labour market demands, they may overlook the unique wants and priorities of the local populations. This phenomenon can result in a disconnect between educational offerings and the real-world challenges and aspirations of the local population. It is imperative for educational policymakers and institutions to strike a balance between global competitiveness and responsiveness to local contexts (Stromquist & Monkman, 2014).

2.12. The Role of Education in Globalization

2.12.1. Fostering Global Competence

Education plays a crucial role in nurturing global competence, providing learners with the skills, knowledge, and attitudes necessary to engage and thrive in a diverse and interconnected world. Global competence encompasses a range of competencies, including intercultural communication, empathy, adaptability, and global awareness.

Intercultural communication skills are imperative in a globalized world, where individuals from diverse backgrounds engage regularly. Through comprehending and respecting cultural differences, learners can collaboratively and effectively communicate with people from various cultural, linguistic, and social backgrounds. This skill set is crucial for successful global business interactions, diplomacy, and international development efforts (Chiu et al., 2013 ; Lustig & Koester, 2009).

Empathy is another vital aspect of global competence. By developing empathy, learners can put themselves in others' shoes and understand different perspectives and experiences. This skill is particularly relevant in addressing global challenges such as poverty, inequality, and environmental degradation, as it encourages individuals to act with compassion and work towards creating a more just and equitable world (Nussbaum, 2003; Boler & Zembylas, 2003).

Adaptability is also a core component of global competence. In a rapidly changing globalized world, individuals must be capable of navigating uncertain and unfamiliar situations. By developing adaptability, learners become more resilient and open to learning from new experiences and challenges (Mansilla & Jackson, 2012).

Global awareness refers to the understanding of global issues and their interconnectedness. Education plays a vital part in promoting consciousness of pressing global issues such as the change in climate, human rights violations, and the global illnesses. By understanding the complexity of these issues, learners are better equipped to contribute to their resolution and advocate for positive change on a global scale (Reimers & Chung, 2016).

Educational approaches that foster global competence encompass various teaching methods, such as project-based learning, service-learning, and cross-cultural exchange programs. These approaches encourage students to engage actively with global issues and

learn through real-world experiences, enhancing their global competence and preparing them to tackle complex global challenges (Merryfield, 1998).

2.12.2 Promoting Intercultural Understanding

Through intercultural education initiatives and international exchange programs, education encourages students to appreciate and respect diverse cultures, breaking down stereotypes and prejudices that can hinder global cooperation. Intercultural education encompasses a range of activities and pedagogical approaches that aim to create inclusive and respectful learning environments (Berg et al., 2012).

International exchange programs offer students the opportunity to study or live in foreign countries, immersing themselves in different cultural contexts. These experiences enable students to gain first hand insights into other cultures, traditions, and ways of life. By living and interacting with people from different backgrounds, students develop a deeper appreciation for cultural diversity and learn to adapt and communicate effectively across cultural boundaries (Berg et al., 2012).

Intercultural education initiatives within educational institutions can also play a significant role in promoting intercultural understanding. These initiatives may include cultural festivals, language classes, and intercultural dialogues. By actively engaging in activities that celebrate diversity and promote dialogue, students become more open-minded and empathetic towards individuals from different cultural backgrounds (Deardorff, 2006).

Moreover, educators play a crucial role in fostering intercultural understanding within the classroom. By incorporating diverse perspectives and materials into their teaching, educators can create inclusive learning environments that encourage students to embrace cultural differences and challenge stereotypes. Cultural sensitivity training for educators can also enhance their ability to address cultural diversity effectively (Banks & Banks, 2019).

2.13. Advancing Sustainable Development Goals (SDGs)

Education plays a crucial role in advancing the United Nations Sustainable Development Goals (SDGs) by raising awareness of global challenges, promoting sustainable practices, and encouraging responsible citizenship. The SDGs, comprising 17 interconnected goals adopted by UN member states, aim to address pressing global issues such as poverty, hunger, gender inequality, climate change, and access to quality education. Education plays a pivotal role in fostering awareness of the SDGs and their importance in addressing global

challenges. Through the integration of the SDGs into educational curricula and the promotion of their understanding, educational institutions can inspire students to take action and contribute to achieving these goals. Furthermore, education empowers students to become a voice for sustainable development in their own communities and beyond (Molina et al., 2023; UNESCO, 2017).

Furthermore, education is essential for fostering sustainable practices and responsible citizenship. By incorporating sustainability education into curricula, students can learn about the principles of environmental conservation, social equity, and economic viability. This knowledge empowers them to make informed decisions and adopt sustainable behaviours in their personal lives and future careers (Smith, 2007).

Educational institutions also have the potential to become models of sustainable practices. By implementing eco-friendly policies, reducing their carbon footprint, and promoting social responsibility, educational institutions can lead by example and inspire students to embrace sustainable practices in their own lives (UNESCO, 2017).

2.14 Globalization's Impact on Educational Policies

2.14.1. Standardization vs. Localization

Globalization has sparked debates regarding standardized educational policies versus localized approaches. While global standards can ensure educational quality and comparability, they must be adapted to reflect local contexts and needs adequately.

The concept of standardization in education refers to the establishment of uniform educational policies, curricula, and assessment practices across different countries or regions. Proponents of standardization argue that it promotes consistency and comparability, facilitating the recognition of academic qualifications and ensuring that students are adequately prepared for a globalized job market (OECD, 2018).

However, standardization can face challenges when applied in diverse educational systems with unique cultural, social, and economic contexts. Critics argue that standardized curricula might not fully align with the local needs, values, and priorities of specific communities. This misalignment could result in a lack of engagement and relevance among students, potentially undermining the effectiveness of educational outcomes (Sachs, 2003).

On the other hand, localized approaches in education advocate for contextualizing curricula and pedagogies to suit the needs and aspirations of local communities. By incorporating local history, traditions, and languages into educational curricula, educators can foster a stronger sense of cultural identity and pride among students (Gay & Banks, 2010).

Moreover, localized approaches can help address disparities in educational access and quality. By tailoring educational interventions to specific regional challenges, Policymakers may design more equitable and inclusive educational systems that meet students' different needs (UNESCO, 2019).

However, localized approaches may also face challenges in terms of globalization. As the nations around the world become more interconnected, the demand for globally recognized qualifications and credentials grows. Localized curricula might not align with international standards, potentially limiting students' mobility and opportunities for higher education or global employment (UNESCO, 2019).

Finding the right balance between standardization and localization is crucial in the pursuit of quality education that is relevant and prepares students for the challenges and possibilities of a globalised world. Educational policymakers must carefully consider the benefits and limitations of each approach while taking into account the unique characteristics of their educational systems (UNESCO, 2019).

2.14.2 International Student Mobility

The phenomenon of international student exchange has grown exponentially due to globalization. This trend brings both benefits, such as cultural enrichment and knowledge exchange, and challenges, including brain drain in developing countries(Altbach & Knight, 2007).

The movement of students across national borders to pursue higher education in foreign countries is referred to as international student mobility. This phenomenon has gained popularity due to the increasing globalization of higher education and the recognition of the value of international exposure in shaping well-rounded and globally competent graduates (Altbach & Knight, 2007).

One of the main advantages of international student exchange or mobility is the cultural enrichment it provides to both host and sending countries. International students bring with them diverse perspectives, experiences, and knowledge that contribute to the

multicultural learning environment of host institutions. Through interactions with international students, domestic students gain exposure to different cultures, languages, and worldviews, fostering intercultural understanding and global citizenship (Knight, 2015).

Furthermore, international student mobility facilitates knowledge exchange and research collaboration between countries. International students often engage in research projects and academic endeavours that bridge disciplines and national borders, promoting innovation and the advancement of knowledge (Mazzarol & Soutar, 2002).

However, the phenomenon of brain drain presents a significant challenge for developing countries. Brain drain denotes the emigration of individuals possessing high levels of skill and educational attainment, primarily towards developed nations. This migration is often driven by the pursuit of enhanced career prospects, greater financial compensation, and elevated living standards. Developing countries may invest significant resources in educating their citizens, only to lose them to countries with more attractive employment prospects (Martin, 2009).

To mitigate brain drain, countries must adopt policies that encourage the return of skilled professionals and incentivize knowledge transfer. Creating a conducive environment for innovation, research, and entrepreneurship can help retain talented individuals and promote their contributions to national development (Docquier & Marfouk, 2005).

2.15 Student foreign exchange programs

Student foreign exchange programs have long been acknowledged as invaluable tools for promoting international understanding, cultural exchange, and academic enrichment. These programs enable students to study and reside in another country, immersing themselves in a new academic and socio-cultural environment. The history of student foreign exchange programs is a testament to the enduring quest for knowledge and cross-cultural connection. This research article delves into the historical evolution of these programs, their socio-political context, and their profound impacts on individuals and societies (Berg et al., 2012; Paige et al., 2009).

Studying the history of student foreign exchange programs holds significant importance. It provides insights into the evolution of educational and diplomatic practices, shedding light on the motivations and driving forces behind the establishment of these programs (Altbach & Knight, 2007). Moreover, understanding this history enables us to

comprehend the role of education in giving shape to global relationships and contributes to the on-going discourse on internationalization of education (Knight, 2004). By tracing the origins and development of exchange programs, we can discern patterns, challenges, and successes that have shaped their current form.

2.16 Early Origins of Student Exchange Programs

Throughout history, early civilizations recognized the value of educational and cultural exchanges. Ancient societies engaged in exchanges that facilitated the transfer of knowledge, ideas, and traditions. For instance, the Silk Road served as a conduit for cultural exchange between the East and West, fostering the spread of philosophical, scientific, and artistic ideas. In the medieval era, universities emerged as centers of learning and hubs of academic mobility. Networks such as the medieval European university system laid the groundwork for the intellectual exchange that would characterize later student programs (Brown, 1989).

Cultural and intellectual exchange routes were prevalent across various historical periods. The Grand Tour, a tradition among European nobility in the 17th and 18th centuries, exemplified the educational journeys undertaken by young individuals to acquire cultural refinement and broaden their horizons. These early instances of educational exchange set the stage for the development of formalized student foreign exchange programs (Towner, 1985).

Ancient civilizations and medieval university networks were pivotal in shaping the foundation of student exchange programs. These early exchanges laid the groundwork for the cross-cultural interactions that continue to be a cornerstone of modern exchange initiatives (Fegan & Field, 2009).

2.17 Evolution of Modern Student Exchange Programs

The 19th century marked the emergence of formal study abroad programs as we recognize them today. In 1919, the United States established institutes such as the Institute of International Education (IIE) which exemplified the growing recognition of the need for structured international educational opportunities. During this period, student exchange programs began to reflect an organized effort to promote cross-cultural understanding and academic collaboration (Beine et al., 2012).

International diplomacy played a pivotal role in shaping student exchanges during the 20th century. The founding of the Fulbright Program in 1946, named after Senator J. William Fulbright, signified a landmark moment in the fusion of education and diplomacy. Through educational exchange, the Fulbright Programme aimed to promote mutual understanding between the United States and other nations emphasizing the role of scholars and students as cultural ambassadors (Burn, 1982; Paige et al., 2009).

In the aftermath of the World War two, initiatives further accelerated the development of modern student exchange programs. The destruction instigated by the war highlighted the urgent need for global cooperation and understanding. Programs like the European Recovery Program, commonly referred to as the Marshall Plan, not only aided in economic recovery but also facilitated educational exchanges that aimed to rebuild relationships and promote peace (Beine et al., 2012). The evolution of modern student exchange programs is a testament to the intertwining of educational goals and diplomatic endeavours. These initiatives laid the foundation for the diverse and multifaceted programs that exist today, characterized by academic, cultural, and personal enrichment.

2.17.1 Key Milestones and Developments

The creation of iconic exchange programmes has had a significant impact on the landscape of student international exchange activities. The Fulbright Program, launched at the end of World War two, has become a symbol of educational diplomacy and international collaboration. The Fulbright Scholarship Program, initiated by Senator J. William Fulbright, aimed to foster "mutual understanding among individuals in the United States and citizens in other nations (Laves, 1966).

Educational and cultural organizations have been instrumental in promoting and supporting student foreign exchange programs. The Council for International Exchange of Scholars (CIES), an integral part of the Fulbright Program, has been in charge for overseeing the core Fulbright Scholar Program (CIES, 2023). Similarly, the European Commission's Erasmus program has been instrumental in facilitating academic mobility and cross-cultural exchange within Europe (European Commission, 2023).

The establishment of iconic programs, the role of educational and cultural organizations, and the impact of technological advancements have collectively shaped the

development and accessibility of student foreign exchange programs, making them more inclusive and globally connected.

2.17.2 Cultural and Geopolitical Context

The Cold War era introduced a new dimension to student exchanges, with programs serving as diplomatic tools in the ideological struggle between the Eastern and Western blocs. Student exchanges during this period aimed to promote ideological understanding, dispel stereotypes, and create channels of communication between nations. The US and the Soviets engaged in educational exchanges to showcase their respective societal systems and win over international public opinion (Brown, 1989).

Shifting geopolitical dynamics continue to influence exchange programs. The collapse of the Berlin Wall, followed by the rise of European integration, resulted in increasing cross-border movement and academic collaboration, exemplified by the Erasmus program (European Commission, 2023). In the contemporary era, exchange programs continue to navigate complex geopolitical landscapes, aiming to contribute to diplomatic efforts and promote cross-cultural understanding.

2.17.3 Socioeconomic and Technological Influences

Globalization, driven by advancements in communication and transportation, has led to an increasing demand for international experiences among students. The interconnectedness of economies and societies has underscored the value of cross-cultural competency, prompting a surge in student exchange programs as a means to cultivate global citizens (Altbach & Knight, 2007). The pursuit of international experiences has become a key component of higher education for students seeking to improve their employability in a globalized workforce (Marginson, 2016).

Economic trends have exerted a considerable influence on shaping the funding and accessibility of student foreign exchange programs. The increased availability of scholarships, grants, and monetary aid has broadened opportunities, allowing students from diverse socioeconomic backgrounds to participate in these exchanges (Falkingham et al., 2018). Furthermore, economic considerations influence the choice of study destinations, with countries offering affordable tuition and living costs attracting a larger share of international students (Beine et al., 2012).

Digital platforms and communication technologies have revolutionized program management and participant engagement (Paige et al., 2009). Online application systems, virtual information sessions, and social media platforms facilitate seamless communication between program administrators, participants, and host institutions (Berg et al., 2012). Additionally, digital tools enable virtual collaboration and academic networking, enhancing the overall exchange experience and expanding the reach of these programs (Paige et al., 2009).

The globalization of student foreign exchange programs reflects the intersection of socioeconomic trends and technological advancements, shaping both the demand for international experiences and the mechanisms for program implementation.

2.17.4 Case Studies of Prominent Exchange Programs:

In-depth exploration of specific exchange programs provides valuable insights into their historical evolution and impact. The Fulbright Program, established in 1946, has facilitated the exchange of scholars, students, and professionals across nations, fostering cross-cultural dialogue and academic collaboration (Laves, 1966). The programme has aided in the formation of a global network of graduates who have gone on to become leaders in a variety of professions.

Another exemplary program, the Erasmus program initiated in 1987, has played a pivotal role in promoting academic mobility within the European Union. Erasmus has facilitated the exchange of millions of students, promoting European integration, language learning, and intercultural communication (European Commission, 2023).

Comparative analysis of exchange programs from different regions and eras offers valuable insights into their unique characteristics and contributions. The Confucius Institute, established by China in 2004, represents a modern example of cultural exchange and language learning. The institute's emphasis on teaching Chinese language and culture to foreign students has not only facilitated language acquisition but has also deepened cultural understanding and promoted people-to-people connections (Tao & Wang, 2018).

Success stories and lessons learned from historical exchange initiatives highlight the transformative impact on individuals and societies. The Fulbright alumni network boasts Nobel laureates, heads of state, and influential scholars who credit their exchange experiences with shaping their perspectives and careers (Laves, 1966). Similarly, the Erasmus program

has contributed to enhanced employability and intercultural skills among European graduates, fostering a sense of European identity (European Commission, 2023).

These case studies underscore the significance of exchange programs in fostering mutual understanding, academic excellence, and cross-cultural competency. They offer valuable lessons for program administrators, policymakers, and educators seeking to design effective and impactful exchange initiatives.

2.17.5 Sociocultural and Educational Impacts

Student foreign exchange programs have profound sociocultural and educational impacts on participants and host communities. Exchanges facilitate cultural diffusion and intercultural learning, enabling students to engage with diverse perspectives and challenge their preconceptions (Paige et al., 2009). Living and studying in a foreign environment exposes students to different ways of thinking, fostering a sense of empathy and global citizenship (Berg et al., 2012).

Academic and intellectual growth is a hallmark of exchange experiences. Immersion in foreign academic systems and exposure to different teaching methods improve students' thinking abilities, adaptability, and skills required to solve problems (Rizvi & Walsh, 1998). The acquisition of language skills and cross-disciplinary knowledge contributes to the holistic development of participants (Beine et al., 2012).

Moreover, student foreign exchange programs contribute to global understanding, tolerance, and peace-building. Interactions among students from diverse backgrounds create opportunities for dialogue, breaking down stereotypes and fostering relationships built on mutual respect. The friendships and connections formed during exchanges have the potential to transcend national boundaries, contributing to a more interconnected and peaceful world (Berg et al., 2012).

The sociocultural and educational impacts of student foreign exchange programs underscore their role in promoting intercultural competence, personal growth, and a shared sense of humanity.

2.17.6 Challenges over time:

The history of student foreign exchange programs has been marked by a variety of historical obstacles and barriers to student mobility. During the early days of exchanges,

limited transportation and communication technologies posed significant challenges to program implementation (Falkingham et al., 2018). The logistical complexities of arranging international travel and ensuring academic credit transfer required innovative solutions.

Lessons from past challenges have informed the design of modern exchange programs. Overcoming linguistic barriers and ensuring academic comparability are on-going challenges that have prompted the development of language support services and credit transfer mechanisms (Paige et al., 2002). Cultural adaptation and homesickness have also been persistent challenges for participants, necessitating comprehensive pre-departure orientation and robust support systems (Berg et al., 2012).

The historical challenges faced by student foreign exchange programs have contributed to the refinement of program structures, participant support, and academic coordination, enhancing the overall quality of exchange experiences.

2.17.7 Future Directions and Innovations

Current trends and innovations in student foreign exchange programs reflect evolving societal needs and technological advancements. In an increasingly interconnected world, student exchanges carry on to play a vital part in fostering global competencies and cross-cultural understanding (Berg et al., 2012). As societies grapple with intricate challenges such as the change in climate, pandemics, and financial disparities, exchange programs have the potential to address these issues through collaborative research, shared experiences, and joint problem-solving (Knight, 2008).

Anticipated changes in exchange programs include a focus on sustainability, diversity, and virtual mobility (Altbach & Knight, 2007). Programs may increasingly integrate themes of environmental stewardship and social responsibility, aligning with broader global objectives (Beine et al., 2012). Furthermore, advancements in virtual reality and online learning platforms are poised to offer new avenues for international experiences, making exchanges more accessible and flexible (Altbach & Knight, 2007).

Innovations in program design and delivery, coupled with a continued commitment to fostering international understanding, position student foreign exchange programs to remain relevant and impactful in an ever-changing world.

2.18. Cultural Adaptation of students in another country

Adapting to a foreign culture is a complex and multifaceted process, but research suggests a strong connection between cultural adaptation and academic success for foreign students. As Kim highlighted, cultural adaptation is an ever-changing procedure where people strive to form and sustain positive and functional relationships with their new environment. This ability to adapt and build stable relationships with the host institution and its culture has been shown to directly impact academic performance (Kim, 2001). Students who integrate more seamlessly into their new environment tend to experience better social interactions and a more fulfilling academic experience. The pace and quality of cultural adaptation, therefore, play a crucial part in shaping the academic outcomes of students from another country (Kim, 2001).

In his publication on counselling international students, Arthur enumerates the subsequent as prevalent transitional concerns: scholastic objectives as a pivotal focus, communication predicaments, establishing social assistance, living expenses, bias and bigotry, anticipations regarding gender roles, and family issues (Arthur, 2003). Lysgaard's U-curve hypothesis tries to map the adaptation process, suggesting it starts with initial optimism and success, followed by a "crisis" period of feeling less adapted, lonely, and discontented, before finally climbing back up to better adaptation and integration into the new community (Lysgaard, 1955). However, Klineberg and Hull's study with international students from diverse countries couldn't find evidence to support this hypothesis (Klineberg & Hull, 1979). Building on this, Gullahorn and Gullahorn proposed a W-curve model, acknowledging the adaptation bumps both upon entering and returning to the home culture (Gullahorn & Gullahorn, 1966).

Research shines a light on the crucial role of meaningful connections in smoothing the transition for international students. Building bridges with local peers, particularly students from the host country, emerges as a powerful tool for cultural adaptation, enriching both academic and social experiences (Hendrickson et al., 2011; Hull, 1978; Klineberg & Hull, 1979; Zimmermann, 1995). Hull observed, "interaction with Americans appears to be a key factor linked to overall satisfaction and positive sentiment toward the entire study abroad journey (Hull, 1978).

However, despite their acknowledged benefits, building genuine connections with local students can be a surprisingly elusive feat. Studies like that of Rajapaksa

& Dundes and Sherry along with other authors highlight the infrequency and even difficulty of establishing these bonds (Rajapaksa & Dundes, 2002; Sherry et al., 2010). International students often perceive American relationships as fleeting and superficial, characterized by promptly established and short-lived connections (Selltitz, 1963). While recognizing American friendliness, they struggle to navigate the transition from polite exchanges to deeper social ties (Pritchard & Skinner, 2002). This longing for deeper cultural immersion is echoed by participants in Qin's study of Chinese female students in the US, mirroring the frustrations expressed by students (Qin, 2009) three decades earlier in Klineberg and Hull's research (Klineberg & Hull, 1979).

The choice to pursue education in another country opens doors to exciting academic opportunities and personal growth. However, this journey is not without its challenges, as students embark on a complex journey of adjusting to another cultural atmosphere. This intricate process, aptly termed cultural adaptation, significantly impacts their overall experience, encompassing both academic success and personal well-being (Furnham, 2020)

The initial stages of cultural adaptation are often marked by uncertainty and confusion. Unfamiliar customs, language barriers, and diverse social norms can lead to feelings of isolation and homesickness. Students may struggle to understand local humour, engage in conversations, or navigate social gatherings, further exacerbating their sense of disconnection (Kim, 2001). Academically, they may encounter difficulties with different teaching styles, classroom expectations, and evaluation methods, hindering their initial performance and engagement.

However, as students progress through the adaptation process, they begin to develop coping mechanisms and acquire valuable cultural knowledge. This involves actively seeking opportunities to learn basic language skills, engage with the local community, and immerse themselves in cultural events and traditions. Through these experiences, they gain a better knowledge of the values of the host culture and gain confidence in handling unknown circumstances (Lashari et al., 2018). This gradual integration fosters a sense of belonging and increases students' comfort in social interactions, leading to a richer and more fulfilling experience.

Ultimately, successful cultural adaptation unlocks the full potential of an international education. Students who feel integrated into the host culture are better equipped to focus on their studies, actively participate in class discussions, and fully utilize the educational

resources available to them. This, in turn, fosters academic success and allows them to thrive in their chosen field of study (Masgoret & Ward, 2006). Furthermore, the process of cultural adaptation equips students with valuable life skills such as adaptability, resilience, and intercultural communication, preparing them for success in an increasingly globalized world.

2.19 Theoretical Framework

The current investigation has been conducted within the different theoretical frameworks in anthropology, such as the paradigm of symbolic interactionists' micro-level theory. This theory emphasizes the notion of social interactions, languages, symbols, meanings, and the different connections among individuals within a society. To support my research I have employed the following theories:

2.19.1. World Systems Theory:

World System Theory, developed by Immanuel Wallerstein (Wallerstein, 2011), is an essential framework used to understand globalization and its impacts on various fields, including education. This theory posits that the world is divided into a hierarchical structure consisting of the core, semi-periphery, and periphery nations (Wallerstein, 2011).

In terms of globalization and education, World System Theory sheds light on how power dynamics among nations influence educational policies and outcomes. Core countries are highly industrialized and advanced in technology, dominating the global economy while exploiting resources and labour from less-developed nations in the periphery (Wallerstein, 2011). Semi-periphery countries possess characteristics of both core and peripheral countries but serve as a buffer zone between them (Wallerstein, 2011).

The unequal distribution of power and resources has significant implications for education. UNESCO's Education for All initiative (EFA) is a prime example illustrating this disparity (UNESCO, 2000). At its core, EFA aims to achieve universal primary education for children worldwide by 2015; however, due to the unbalanced global power structure suggested by World System Theory, many peripheral countries still struggle with adequate resources and qualified teachers (UNESCO, 2015).

Bourdieu's concept of 'cultural capital' presents another perspective on education within the context of World System Theory (Bourdieu & Passeron, 1990). It suggests that in order to access higher levels of education and social mobility, individuals require resources beyond economic wealth - including values, skills, and knowledge specific to their societies

(Bourdieu & Passeron, 1990). Unfortunately, students from peripheral countries often lack access to quality education that imparts the necessary cultural capital for global competitiveness.

In conclusion, World System Theory provides a useful lens for examining the influence of globalization on education. It reveals power disparities between nations that directly affect educational outcomes and calls for more equitable resource allocation and curricula that represent diverse perspectives and needs.

2.19.3. Hybridity Theory:

Hybridity Theory is a critical concept that emerged in the late 20th century in reaction to growing interactions between different cultures, languages, and identities across the globe. It deals with the complex ways in which cultures intersect and influence each other (Bhabha, 2004). This theory can be particularly relevant in studying the impact of globalization on education.

As globalization increases interactions between cultures, hybrid cultural forms emerge that exhibit features from multiple traditions (Pieterse, 2003). Education is no exception, as teachers and students from different backgrounds come together in the learning environment. These cultural exchanges impact education systems at various levels including curricula development, teaching practices, and students' learning experiences.

Hybridity Theory asserts that new cultural forms emerge from the blending of diverse elements resulting from encounters between different cultures (Bhabha, 2004; Canclini, 1995). In the field of education, this can manifest as schools incorporating ideas and practices from other countries to enrich their curriculums. For instance, schools may adopt international pedagogical approaches such as inquiry-based learning or cooperative learning models to support the critical thinking of the students and collaborative skills (Anderson-Levitt, 2003).

Moreover, teachers' and students' identities are influenced by the diverse contexts in which they engage. As Robison asserts, teachers must consider their students' cultural backgrounds while creating inclusive learning environments (Robison, 2021). Such practices create spaces for cross-cultural understanding and appreciation which encourages educational hybridity (Nieto & Bode, 2017).

Globalization has also led to increased cooperation between educational institutions worldwide (Rizvi & Lingard, 2010). Universities now form international partnerships that allow for joint research projects and student exchange programs that help foster global understanding among educators and learners (Foskett & Maringe, 2010). These collaborations are not only beneficial for individual development but also for institutions and nations overall educational progress.

In conclusion, Hybridity Theory plays a significant role in understanding how globalization shapes education. As different cultures interact, a variety of pedagogical and curricular approaches emerge, enriching learning experiences for students and teachers alike. By embracing these hybrid forms, educational institutions can develop more inclusive policies.

2.19.4. Soft Power Theory:

Soft Power Theory, a concept coined by Joseph Nye, discusses the capability of a nation or entity to build attraction and influence others through cultural, economic, and political means rather than coercive measures (Nye, 2013). According to Nye, soft power comprises three main dimensions: culture, political values, and foreign policies (Nye, 2013).

Globalization can be referred to as the integration of economies, cultures, and political systems all over the world. It has led to increased interdependence among nations (Friedman, 1999). With the rise in globalization, education has inherently been impacted. The relationship between Soft Power Theory and globalization can be examined through the lens of education.

Firstly, the role of culture in soft power is evident in education as nations often project their ideals and values through educational systems. As an example, the spread of English language courses worldwide promotes not only the language but also the cultural aspects associated with it (Crystal, 2003). This enhances the soft power of English-speaking countries (Nye, 2013). Additionally, international exchange programs like the Fulbright Program from the United States are designed to facilitate mutual understanding between cultures while also promoting US ideals (Institute of International Education [IIE], 2023).

Secondly, political values are pervasive in educational discourse. For instance, democratic principles like freedom of speech and academic freedom are highly valued in Western universities. These values promote not only democracy but also contribute to their

global appeal and soft power (Nussbaum, 2016). The EU's Erasmus program is another example that reflects European values by promoting mobility and collaboration among European students (European Commission, 2023).

In conclusion, Soft Power Theory is deeplylinked to the topic of globalization and education. The spread of culture, promotion of political values, and development of foreign policies through education systems allows countries to organically expand their influence in the world. As globalization continues to grow, soft power will become an even more critical aspect of international relations.

Chapter Three

Research Methodology

The preceding chapter concentrated on the examination of literature. In the current chapter, I have underscored the methodological procedures applied in this research study. As delineated in the preceding chapter, the on-going research endeavour was conducted under the auspices of the World System Theory, Hybridity Theory and Soft Power Theory which are important concepts in globalization and education. I have also employed symbolic interactionists' paradigm in my research. The social interpretive paradigm is characterized by three foundational principles, namely thoughts, language, and the meaning attributed by people during interaction (Pöchhacker, 2006). Furthermore, interactionists aim to comprehend the subjective interpretation and construction of reality. I have applied the interactionists' paradigm to examine the experiences of both students and teachers, exploring how they navigate in a globalized world. This paradigm served as a framework for gaining insights into

the formation of social identities and how respondents adapt to a new environment with unfamiliar people and cultures.

I have firstly considered World System Theory, developed by Immanuel Wallerstein. In terms of globalization and education, World System Theory sheds light on how power dynamics among nations influence educational policies and outcomes. Bourdieu's concept of 'cultural capital' presents another perspective on education within the context of World System Theory (Bourdieu & Passeron, 1990). It suggests that in order to access higher levels of education and social mobility, individuals require resources beyond economic wealth - including values, skills, and knowledge specific to their societies (Bourdieu & Passeron, 1990).

Similarly, Hybridity Theory is a critical concept that emerged in the late 20th century in reaction to growing interactions between different cultures, languages, and identities across the globe. It deals with the complex ways in which cultures intersect and influence each other (Bhabha, 2004). Hybridity Theory asserts that new cultural forms emerge from the blending of diverse elements resulting from encounters between different cultures (Bhabha, 2004; Canclini, 1995). In the field of education, this can manifest as schools incorporating ideas and practices from other countries to enrich their curriculums. For instance, schools may adopt international pedagogical approaches such as inquiry-based learning or cooperative learning models to support the critical thinking of students and collaborative skills (Anderson-Levitt, 2003).

Lastly, I have used the lens of Soft Power Theory, a concept presented by Joseph Nye in order to look into the cultural aspects behind the student exchange programs (Nye, 2013). Soft Power Theory refers to the ability of a nation or entity to build attraction and influence others through cultural, economic, and political means rather than coercive measures. According to Nye, soft power comprises three main dimensions: culture, political values, and foreign policies (Nye, 2013).

The relationship between Soft Power Theory and globalization can be examined through the lens of education as the role of culture in soft power is evident in education as nations often project their ideals and values through educational systems.

Five universities' teachers and students participated in the study, which was conducted in Islamabad. These universities included, Bahria University, International Islamic University, Quaid-i-Azam University, NUST University and Fast University. The study

population consisted of Pakistani students, international students and the teachers who have taught the international students. In total twenty seven (27) respondents, who were selected through the purposive sampling technique, underwent interviews using an interview schedule. The gathered data was then processed and analysed using the thematic analysis technique. The subsequent section of this chapter provides a comprehensive overview of the detailed methodological steps undertaken.

3.1 Research Design:

The current research adopted a qualitative approach. The utilization of qualitative research methods aimed to attain a profound understanding of the perceptions held by students and teachers regarding globalization and global student exchange programs. Additionally, the choice of a qualitative design was made to facilitate an insightful discussion about the experiences, challenges, and perspectives on education in a globalized world from both teachers and students.

3.2 Universe and Locale of the Study

For this study I chose Islamabad as my research site. Islamabad Federal Capital lies between 33° - 28' and 33° - 48' north latitude and 72° - 48' and 73° - 22' east longitudes. It is bounded by Haripur district of Khyber Pakhtunkhwa to North and by Rawalpindi district of Punjab on all other sides. Islamabad had an estimated population of 1,014,825 according to the 2017 Census and has a rather educated population when compared to other areas of the country. Within Islamabad I selected Bahria University which is situated at Shangrilla Rd, E-8/1, International Islamic University situated at sector H10, Quaid-i-Azam University situated near Bari Imam, NUST University located at sector H-12 and Fast University situated in sector H-11/4 on Brohi Road. These five universities were chosen as my research universe because they offer a comprehensive and multifaceted approach to studying globalization and education in the context of foreign student exchange programs. Their diverse student body, established exchange programs, research resources, and location advantages positioned them as ideal settings for my research to be carried out. Prior to conducting interviews, I conducted several visits (transit walks) to the locality, attempting to collect fundamental information (demographics) from the international offices of the universities. I also engaged in conversations with students on campus and observed them, particularly the international students. This proactive approach turned out to be a valuable strategy for validating the collected data.

3.3 Sampling Technique and Sample Size

The research employed a purposive sampling technique to select participants from the target population. Purposive sampling, also referred to as purposive, selective, or judgmental sampling, is a non-probability sampling method extensively utilized in qualitative research. This technique relies on the researcher's judgment and expertise to choose participants or cases deemed most likely to offer comprehensive and pertinent information to address the research question(Sharp, 2003). Twenty-seven participants were chosen using purposive sampling techniques and were interviewed using an interview guide. Setting a specific sample size is typically not a common practice, as both the sampling technique and size depend on the nature and structure of the data. The data collection process in qualitative research is usually concluded when the researcher perceives that responses have become consistent or saturated at a certain point. In this instance, I determined that I had reached saturation after conducting 27 in-depth interviews.

3.4 Respondents

The population of this research consisted of students and teachers of various age groups, different degree faculties and had varied number of teaching experiences. The respondents included 11 students from Pakistan who went abroad on various exchange programs around the globe, 8 international students who came to Pakistan from different countries to pursue higher education and 8 teachers belonging to different universities who have taught the international students who have come to Pakistan on a student exchange program. Furthermore, for the purpose of this study, only those teachers were selected who have been teaching at the same institute for more than three years and have taught the international students for more than 3 semesters during their employment.

3.5 Tool and Methods of Data Collection

3.5.1 Method of Data Collection

The data for this study was gathered using an interview schedule designed to address all major research questions. Three distinct interview schedules were created for this research. The first schedule contained questions for local students who participated in an exchange program, the second schedule was tailored for international students, and the third interviewschedule included questions for the teachers. All interview questions were open-ended, covering topics from their experiences and challenges to their perspectives on

globalization. A few interviews were conducted for pre-testing the tool to ensure it measured what it intended to measure. Following pretesting, some questions were combined or modified, and others were added or removed to finalize the tool. Notably, my key informants played a crucial role in approaching and obtaining informed consent from the respondents. The interviews typically lasted between 40 to 60 minutes.

Probing techniques were an integral component of my interview questions. I clarified the purpose of audio recording to reassure my respondents. Importantly, I secured explicit consent from respondents for the recording of their interviews.

The data collection process posed several challenges and demands. Throughout this phase, I found myself having to repeatedly convince my respondents about the purpose of my research. I took the time to emphasize the extraordinary value of their perspectives in contributing to my study. Initially, some international students and even teachers displayed hesitancy about participating in my research and expressing themselves openly, but over time, they became more comfortable. The data collection occurred in three distinct phases: firstly, I approached the international students; secondly, I gathered data from the teachers; and finally, I collected data from the Pakistani students.

3.6 Data Analysis

The collected data underwent analysis using the thematic data analysis technique, involving all six major steps: Familiarization with data, coding, theme generation, reviewing the themes, defining and naming themes, and the write-up phase. Initially, after collecting the data, I familiarized myself with it, including the transcription of the collected data. Subsequently, the data were coded, and specific themes emerged. These themes were then defined and appropriately named. Data with similar responses were grouped together to generate meaningful discourses on the topic.

3.7 Ethical Considerations

Certain ethical requirements apply to academic research (Bell & Bryman, 2007). The research adhered to all major ethical standards throughout its duration. Informed consent was obtained from the respondents, emphasizing voluntary participation and the option to withdraw at any stage. The privacy and confidentiality of the data were rigorously maintained, ensuring the anonymity of both respondents and their organizations through the use of pseudonyms.

3.8 Issue of Reflexivity: Researcher's Status and Self Identification

Being a student of anthropology whose favourite topic of study is globalization and having my own education in a globalized world, shaped by diverse perspectives and experiences, sparked my interest in exploring student exchange programs within the Pakistani context. Having lived all over Pakistan I had picked up somewhat of a multicultural identity , I was acutely aware of the potential biases inherent in my research and actively sought to mitigate them through continuous self-reflection and seeking feedback from my friends, my teachers and participants. My previous research experience in qualitative methods provided a strong foundation for designing and conducting this study, but I also recognized the importance of remaining open to new insights and learning throughout the process.

Gaining access to Pakistani and international students presented its own challenges. Initial attempts through university contacts proved less fruitful than leveraging social media and existing student exchange networks. Building trust and rapport with participants required establishing clear communication, demonstrating genuine interest in their experiences, and ensuring confidentiality throughout the research process. As a researcher navigating different cultural backgrounds, I remained sensitive to potential misunderstandings, actively sought clarification when needed, and adopted a collaborative approach to data collection.

The power dynamics inherent in the researcher-participant relationship were constantly acknowledged and addressed. I assumed the role of a facilitator and attentive listener, fostering a secure and supportive environment that encouraged participants to freely share their experiences and perspectives. Prior to their involvement, I secured informed consent from all participants, and their privacy was safeguarded through the assurance of anonymity. Throughout the research process, I remained mindful of the potential benefits and harms associated with the study, taking proactive measures to mitigate any potential risks.

My understanding of globalization, education, and student exchange programs evolved significantly throughout the research. Initial assumptions were challenged, and new insights emerged through in-depth conversations and critical analysis of the data. This ongoing process of self-reflection allowed me to identify and address potential biases in my interpretation of the findings, enhancing the overall rigor and trustworthiness of the research. Recognizing the limitations of my study, particularly the sample size and potential for cultural specificity, opens doors for future research and invites further exploration of the

complex dynamics within student exchange programs as no such study has been conducted in the context of Pakistani educational landscape in my knowledge.

Unexpected challenges arose during data analysis, requiring flexibility and a willingness to adapt my approach. The rich participant experiences offered profound insights into the diverse perspectives on globalization and student exchange programs. This study has profoundly influenced both, my personal and professional growth, enhancing my comprehension of intercultural communication and underscoring the significance of cultivating meaningful educational exchange opportunities. While acknowledging the limitations of this study, I believe the findings will offer valuable contributions to the understanding of globalization and education along with its issues within the Pakistani context, paving the way for future research and informing the development of effective student exchange programs.

Chapter Four

Data Analysis: The Views and Experiences of Students

Chapter four of this thesis entails the detailed analysis of data collected during interviews to interpret the influence of Globalization and Transculturalism on University Education with regards to the international students' exchange programs. The data was gathered from 27 respondents from 5 universities of Islamabad, Bahria University, International Islamic University, Quaid-i-Azam University, NUST University and Fast University. The respondents included 11 students from Pakistan who went abroad on the exchange programs, 8 international students and 8 teachers who have taught the international students who have come to Pakistan on a student exchange program. The following discussion and verbatims used in the data analysis chapter are taken from interviews which were transcribed and analysed. The identities of all the respondents will be held in reserve for the purpose of this study as none of them gave the permission for their name to be used

therefore, I shall be using only the initial letters of their first and surnames. The data has been analysed in the form of themes using the method of thematic analysis which has been divided into 8 themes in total out of which four will cover the points regarding the students and the remaining four will be used to examine the data gathered from the teachers.

In this chapter, I shall be looking into the insights provided by the students regarding globalization and transculturalism under the following four themes:

- 1) Challenges: Academic, Socio-Psychological and lingual struggles.
- 2) Perspectives regarding globalization and global citizenship.
- 3) Coming together: Cross cultural collaborative experiences.
- 4) The way forward: students' suggestions for universities.

4.1 Challenges: The Academic, Socio-Psychological and lingual struggles

Living and navigating in a foreign environment presents a huge challenge for almost every human being and can severely impact their ability to function efficiently. This is due to the fact that humans, historically, have not evolved to live in an unfamiliar place and exist among people who are not like their own. For these reason us homo-sapiens have trouble navigating in a foreign place and we sometimes face trouble adjusting. Due to the rapid industrialization and with it the accelerating rate of globalization even though humans travel a lot from one place to another but that does not mean that they can easily adjust in an unfamiliar setting right away. Most of us are excited to experience anything new but that does not mean that we do not fear the unknown as that is one of our primal instincts. This fear definitely does impact not only have psychological implications but also impacts a person's academic achievements.

Kim characterized cultural adaptation as a dynamic process in which individuals, upon moving to new, unacquainted, or evolving cultural environments, create and uphold relatively stable, mutual, and functional relations with those environments. His notion of cultural adaptation underscores the shortbut robust connections between the educational accomplishments of foreign students and their heightened levels of cultural adaptability(Kim, 2001). Improved cultural adaptability is linked to more favourable functional relationships with the institute, contributing to enhanced academic performance. When the cultural relationship is stable and more pragmatic within the foreign environment, students are more

inclined to encounter improved adherence to social norms, leading to enhanced academic and social lives.

Academic challenges are one of the biggest concerns for any student because, after all, the main reason for the existence of higher learning institutions to exist is to impart knowledge to the students. While talking about the academic challenges that students' faced during their exchange program, respondent Mr. SA shared,

The interdisciplinary nature of the curriculum, while intellectually stimulating, required adjusting to a different educational approach. Adapting to the expectations of essays, discussions, and seminars in the liberal arts setting was initially demanding, as it differed from my own university's system here in Pakistan. Moreover, the diversity of perspectives in the classroom added richness to discussions but also required open-mindedness and effective communication which was something I had to struggle with especially in the beginning (Personal Communication, at Bahria University , 20-9-2023).

Another respondent Ms. WT while talking about the academic challenges she faced while on a UGRAD student exchange program had shared the following,

The teaching system and the marking system were very different from what we are used to over here in Pakistan. Over here the teacher comes to class opens PowerPoint slides and just starts to read from the slides but it was totally opposite over there. The teacher used to come to the class and would just start to discuss different ideas and different topic. They would have debates and discussions on various ideas and never tried to shun anyone if their ideas opposed that of the teacher. The teachers gave us different books and articles to read and we had to prepare for the exams from self-study and had to come up with our own ideas in the paper which was quite a difficult thing for me but at the same time interesting too(Personal Communication, at NUST University, 12-10-2023).

Students sometimes have no idea about the grading system and the mode of teaching in class that is used by the teachers in another country and that is one of the major factors that lead a student towards poor academic achievement. In this regard while sharing his experience with the German professors my respondent NA said:

The education system over there was very difficult for me to adjust to as I was a product of the Pakistani education system and at first was hoping that the teacher would provide me with a copy of some notes that I will get printed and then memorise just like I did

in Pakistan but It was not like that and I learned it the hard way. When the teachers started to take tests I wrote as much as I could but almost in all subjects got very bad grades but then the teachers were really kind towards me and helped me a lot in my studies and by the end of my semester I had improved a lot(Personal Communication, at Quaid-i-Azam University, 14-11-2023).

While some students are not much flabbergasted by the practices of the new culture, some of the students do have a hard time accepting how the education is imparted. This is what is called as a Culture shock and it is the feeling of bewilderment that an individual has while interacting with a culture that is new to him (Jenks, 2004). In many instances, culture shock can be seen as a form of stimulus necessary for acquiring culture-specific skills essential for establishing social interaction in an unfamiliar culture. Regarding his experience as an international student in Pakistan NU shared:

When I took a test for the first time we were given question and answers whereas back in my country we are given MCQ's in tests even at the university level. I prepared it for MCQ's because I thought that we going to be attempting those only and I was shocked at the system of testing. As expected I failed very badly in that test. In the next test I was like okay I will write answers and I thought that half page is more than enough and the teacher came to me and started to watch my paper and when she asked me if all is good I said yes ma'am I'm almost done and she told me that your introduction should be this long not your whole answer. I was really shocked as I was always taught that my answer should be short and to the point(Personal Communication, at International Islamic University, 21-11-2023).

As shared above the main purpose of any student exchange program is not only the exchange of cultures and ideas but also the exchange of knowledge but the students who go to a different country for a student exchange program often face a slew of social and psychological challenges because studying abroad on a foreign exchange program undoubtedly opens doors to a world of academic and cultural enrichment, providing students with a unique opportunity to broaden their horizons, however, beyond the allure of new experiences lies a myriad of social challenges that can significantly impact the lives of these adventurous individuals. Navigating an unfamiliar social landscape, coping with homesickness, and grappling with cultural differences are just a few of the hurdles that international students often face. One of my respondents, Mr AM while sharing the socio-psychological challenges he faced told:

Although I was excited at first, but as soon as I went there all the excitement left. Even though I was surrounded by all these new people I started to miss my family really bad after the first 2-3 days of being strong. I just wanted someone like me to talk to you know. Even though at first I thought that I live in a hostel here in Pakistan so living over there wouldn't be a problem but the thing was that all the people were not "desi" and I couldn't or in fact didn't want to talk to them. I felt really lonely those first few weeks(Personal Communication, at NUST University, 12-10-2023).

Homesickness was a notable issue for the students when it came to adjusting in a foreign setting. You might miss the smell of home-cooked food, the sound of your family's laughter, and the comfort of your own room. Even simple things like your favourite meal or a familiar street can make you feel really homesick. While exploring new places is exciting, homesickness reminds you of the things you miss from home. It's like a journey to understand your own self better and find comfort in a new and different place. One of my respondents Ms. FK shared:

Studying abroad on a scholarship was exciting, but it was tougher than I thought. Being in a new place, far away from home, made me feel lonely and different. I had to learn how to handle these feelings and adjust to a new way of learning. I really missed my family and especially my mother and the food that she cooked for me but in the end I guess being away from home made me stronger and more able to deal with challenges(Personal Communication, at Quaid-i-Azam University, 14-11-2023).

Living in a foreign country as a student on an exchange program presents a set of social hurdles that can be both challenging and transformative. Navigating cultural differences, where customs and social norms may vary significantly from what students are accustomed to at home, poses one of the primary obstacles (Bochner, 2003). Forming meaningful connections and making new friends can be another hurdle, as students often find themselves in unfamiliar social circles. Successfully adapting to a new cultural environment requires active participation in mass communication, development of personal skills, and continuous learning and growth. This process of adaptation shapes individuals' practices and fosters understanding of the host culture (Furnham, 2020). With regards to the social challenges one of my respondents, Mr. SK told me:

If I want to wear shorts or an earring as a man I can't do that because that is something not in this culture. If I do it and go out especially like to a bazar or somewhere all

the people would look at me in a funny way like I'm a clown or something. At first I had a hard time accepting this thing about the culture but then eventually I understood that I have to be respectful of this culture and you know do as the Romans do so yeah I do what the culture expects me to(Personal Communication, at International Islamic University, 21-11-2023).

Similarly another student, Mr. TI, while talking about navigating the social challenges and adjusting to living in a foreign environment expressed:

I am a big foodie and especially a meat-lover. I can eat meat and chicken all day but when I went to China I had a really tough time because of the food options that were available. The first few days were especially terrible because I was only eating bread and milk. I had no idea where I could get any halal food as none of the shopkeepers in my vicinity knew how to speak any English and neither could I cook anything for myself because I was not allowed to keep any electric cooking equipment in the hostel room. All of the time I just wished that someone would come who could tell me where I could get halal food from but that didn't happen. But eventually I was able to get permission to keep an electric cooker which I could use to at least make some Pakistani food but still getting halal food was I would say the biggest challenge in my opinion(Personal Communication, at International Islamic University, 21-11-2023).

Confronting a novel culture, adhering to one's routine, and embracing an entirely different lifestyle is often challenging for the majority of foreign students. Adjusting to the host culture, norms, and traditions can pose difficulties (Latipov et al., 2017). In this regard one of my respondents Ms. AI shared:

I am a proud "Hijabi" but the thing is that in the US most of the girls who wear Hijab wear it without the veil but I was not comfortable with showing my face for religious reasons. In starting, people gave me very awkward looks like I was committing some crime but eventually I did uncover my face without removing my hijab in order to blend in which was something that I was uncomfortable with at first but I had to do something to stop the weird looks I got from people(Personal Communication, at NUST University, 19-10-2023).

Language barriers pose significant challenges for students engaged in foreign exchange programs, creating a mix of both frustration and growth. The daily interactions, from academic pursuits to casual conversations, become intricate puzzles when faced with a language distinct from one's mother tongue. Simple tasks, such as grocery shopping or asking

for directions, transform into potential hurdles. The fear of being misunderstood or unintentionally causing offense adds an extra layer of stress to social interactions. Pursuing education in a foreign environment and culture away from home poses a formidable challenge. The notable language barrier emerges as a critical factor affecting both the academic and social aspects of students' lives in higher education abroad. Extensive research has documented the strong correlation between students' performance and their aptitude to study and embrace a language that is foreign to them (Cummins, 2000). This linguistic challenge not only hinders their academic progress but also restricts their ability to forge meaningful connections with peers and integrate into the host culture. While talking about challenges regarding the language Ms. AF shared:

Talking in the USA was a bit tricky for me, coming from Pakistan. Even though we all spoke English, there were still some differences. People had different ways of saying things, and sometimes it took a while for me to understand. The way people talked, the words they used, and even their accents were new to me. The classes were not always easy to understand. The teachers and students used some fancy words and phrases that I had to get used to. Sometimes, I had to ask for clarification from the teachers or repeat what they were saying. Even when just chatting with friends, I noticed that they said things in a way I wasn't used to. It wasn't always easy, but I learned a lot by listening carefully and asking questions when I didn't understand(Personal Communication, at FAST University, 2-10-2023).

Having a good grasp of the language is like having a superpower when it comes to excelling academically in a foreign exchange program. It is not just about knowing the words; it's about understanding the nuances and expressions used in lectures, discussions, and assignments. Being proficient in the language allows you to dive deep into academic texts without feeling lost and confidently participate in class discussions. It opens up a world of clarity, where you can easily grasp complex ideas and communicate your thoughts effectively. Mere proficiency in a language transcends its instrumental utility for academic achievement and becomes the crucial gateway to unlocking the full potential of an educational experience within a foreign context. It empowers you to engage with professors, classmates, and course materials, ensuring that the language barrier doesn't hinder your pursuit of knowledge and excellence.

Another one of my respondents, Ms. MT who had gone to Germany on DAAD student exchange program shared her experience regarding the language barriers which she faced in the following words:

Even though I adapted to the whole idea of living in Germany away from my family and friends in a new environment very easily and it was not hard for me at all as I have been to a few countries on vacations the major challenge for me was the language. I am very fluent in English but German was very hard for me to learn. When some of the teachers taught in German and English I could understand the English portion of the lecture but I couldn't wrap my head around the German and I couldn't understand a single word. When the students talked about something in German I thought that they were trying to make fun of me which made me really upset because I overthink everything. My grades also were really bad because sometimes teachers would say something or give some example or maybe a German reference which I couldn't understand as I was not a native of Germany(Personal Communication, at FAST University, 2-10-2023).

As Cumminshas suggested that a deficiency in comprehension and challenges in embracing the host language lead to a decline in students' confidence, thereby impeding their academic achievements. Language barriers not only impact academic performance but also influence students' social lives (Cummins, 2000). To navigate the host culture effectively, students must acquire and adapt to the social language, a task that proves challenging even for those who attain sufficient proficiency in the foreign language at the academic level. With regards to this, another one of my respondents Ms. WT shared:

Here in Pakistan we have this idea that we are good in English just because we are good at speaking it and understanding it with other Pakistani's but I got to know how wrong I was when I spoke it with other people who were native English speakers. In Texas where I was people have this southern kind of accent which is really hard to understand I had to continuously ask people to repeat what they were saying which was really embarrassing for me. Even in my classes I had a really hard time understanding anything because of which my grades suffered a lot. I secretly recorded the whole lecture and then tried to listen to it on a slower speed just to understand what was being discussed(Personal Communication, at NUST University, 12-10-2023).

The mix of challenges faced by foreign exchange students, academic, socio-psychological, and linguistic struggles intertwine to create a complex narrative. The academic

arena demands adaptability to new teaching styles, specialized terminology, and intricate coursework. Meanwhile, the socio-psychological landscape presents the daunting task of forging connections, battling homesickness, and navigating cultural differences, all of which contribute to the psychological growth of the students.

Yet, amidst these hurdles lies a transformative journey of self-discovery and cultural immersion. The linguistic challenges, while initially formidable, become stepping stones to a deeper understanding of global communication. The amalgamation of these academic, socio-psychological, and linguistic challenges not only equips foreign exchange students with academic prowess but also instils in them resilience and a profound appreciation for the diverse cultures around the globe. Ultimately, their experiences transcend mere educational pursuits, fostering a holistic development that prepares them to navigate the intricate tapestry of a globalized world.

4.2 Navigating the Global Horizon: Diverse Perspectives on Globalization and the Essence of Global Citizenship

Globalization in the educational realm plays a pivotal role in organizing the students for the unified world in the current era. It goes beyond traditional borders, fostering a broader perspective that transcends cultural, social, and geographical boundaries. In an era where collaboration and communication span the globe, exposure to international perspectives enriches the educational experience. Through globalized education, students gain a deeper understanding of diverse cultures, economies, and political landscapes, promoting a more inclusive worldview. This interconnected approach not only enhances academic knowledge but also cultivates essential skills such as cross-cultural communication, adaptability, and a global mindset. In essence, embracing globalization in education is instrumental in equipping students with the tools they need to navigate an ever-evolving and interconnected global landscape. Globalization also ushers in a worldwide consciousness of the planetary viewpoint and expands our perceptions of time and space, indicating an enhanced sense of community within this global environment (Giddens, 1999). My respondent, Mr. NA, shared her insight regarding the need for globalization in the following words:

If it was not for globalization I could not have been able to learn about how the world works and how different cultures and countries impart education. It was because of the global exchange that I was able to travel to another country but also live and learn over there not just about them but also a lot about myself too. It is because of the global sharing of

knowledge and ideas that we are able to learn about what the Americans, Europeans, Africans, etc. have written over here in our classes. If it was not for globalization we could not have the necessary technology which we use to make our lives easier and our education better(Personal Communication, at Quaid-i-Azam University, 14-11-2023).

Globalization not only teaches us about the other peoples' language, their knowledge system and traditions but through we can learn about each and every aspect of their lives which in turn helps us be more open minded and more accepting of other peoples traditions and religion. One of my respondents, Mr SK shared:

Before travelling to Korea, I had this notion about the Korean people that they are really filthy and all the East Asian people eat really bland food or they eat boiled food and do not eat much spicy food and no one practices religion over there and everything would be automated but that was not the case. It was very different. If I had not experienced it myself I would've never believed if someone had told me that Korea does have spice food, they do practice religion over there etc. I think it is all due to the global transfer of knowledge and information that we can learn about different cultures and not only that but due to rapid globalization we now have these exchange programs which provide us with an opportunity to experience other cultures which enables us to get rid of our misconceptions in real time(Personal Communication, at International Islamic University, 21-11-2023).

When sharing her perspective on globalization one respondent, Ms LW, shared her insight as follows:

Globalization changed how we learn by connecting things more and making them more useful in the real world. It's like our education now talks to the whole world! We share ideas, different ways of doing things, and bits of different cultures. Even though there are some difficulties, like understanding these new ideas, the good things are much more. The globalized kind of education helps us see the big picture and know about the world around us. It's like learning that goes beyond just books, giving us a full and in-depth understanding of everything(Personal Communication, at Bahria University, 5-9-2023).

Globalization is a key need for a country if it needs to survive and thrive in the modern interconnected world because Scholars observe that globalization has played a crucial role in a fundamental restructuring and reorganization of the world economy, policies, and the environment in a multifaceted context(Brown, 1999). It is due to globalization that we can now build connections all over the world. Global exchange of students helps them to

become more flexible and ready for the future. They learn to work with individuals from diverse backgrounds, which is crucial in today's global job market. Moreover, studying abroad on an exchange programs lets students dive deep into another culture, making them more open-minded and understanding. Therefore, these experiences not only boost their education but also make them well-prepared individuals for whatever comes their way. In this context Ms AF shared:

If I had not got a chance I would've never been able to go to go to USA and meet all the amazing people on my own. People who to all of us here in Pakistan seem as they hate the Muslims and the Pakistani's in fact were really humble and nice people. If concepts like free travel and exchange of knowledge and ideas did not exist, if fact, if globalization didn't exist we all would hate each other. Studying over there gave me friends that I would cherish for life and never ever forget how and what important life lessons the teachers taught me. In future when I would want to apply for a job or get a degree over there in the US it would be really easy for me(Personal Communication, at FAST University, 2-10-2023).

Hirst and Thompson write that numerous theorists argue that our current era is shaped by globalization as the central idea (Hirst et al., 2009). However, some critics suggest that labelling it as such is a way of using historical globalization processes to support specific economic ideas. These ideas involve controlling the economy through measures like free trade and deregulation. Consequently, this perspective implies recommendations for reforming not only the economy but also areas such as education, politics, and culture. One of my respondents, Ms. AI, gave a somewhat similar opinion on the matter of globalization. She shared:

Globalization is a very good thing because we get to have all of this technology and we can travel the globe and meet these new people. But I believe that there should be some line drawn to what we should and should not be accepting of in the name globalization. Sure being respectful of other cultures is a very good thing but we shouldn't start to adopt the practices of those people. Because of the global education one downside in my opinion is that we are forgetting our own language. If we speak in any language other than English or Urdu we are seen as backwards. Kids these days can't even write Urdu properly so I think that there should be a check on what we should let into our culture and what we should stop(Personal Communication, at NUST University, 19-10-2023).

Global citizenship holds immense significance within the context of student exchange programs, serving as a guiding principle that transcends borders and enriches the educational experience. In the interconnected world of today, fostering global citizenship through exchange programs equips students with a broader understanding of diverse cultures, perspectives, and global issues. It goes beyond the traditional classroom setting, encouraging students to engage with the world actively. By immersing themselves in different cultural landscapes, students gain first-hand experiences that cultivate empathy, open-mindedness, and a sense of responsibility towards global challenges. In essence, global citizenship in student exchange programs not only enhances individual growth but also contributes to building a generation of informed and socially conscious individuals capable of navigating the complexities of our interconnected world.

According to Louise Douglas, global citizenship involves recognizing ourselves as integral parts of the broader global picture and acknowledging that opportunities for global citizens are far from equal within and between societies, both in the North and the South.(Douglas, 2001).On a global scale, significant disparities exist in terms of life chances, choices, equity, and justice. Moreover, we assert that global citizenship also entails understanding that we possess both the power and the responsibility to take action.In this regard my respondent Mr. NU shared:

For me as a student I think global citizenship is one of the most important things. I believe that it is fundamental to the understanding of different cultures and understanding what are their reasons behind how they act in a certain situation. I have to see myself as a global citizen and have to keep an open mind in order to not just get along with people from other cultures but also succeed in life(Personal Communication, at International Islamic University, 20-9-2023).

Thinking like a global citizen is one of the underlying factors if one has to be aware of and contribute towards solving global issues like world hunger, water shortage, deforestation, injustices, etc. in this regard my respondent Ms. MT shared:

Being part of a student exchange program opened my eyes to the interconnectedness of the challenges that the students from all over the world faced. Living in a different country allowed me to witness first-hand the various ways communities grapple with issues like access to resources and social inequalities. It made me realize that as a global citizen, I not only have a responsibility to be aware of these problems but also to contribute, even in small

ways, towards finding solutions. The exchange program transformed me into someone who thinks beyond borders and actively seeks to make a positive impact on the world's challenges(Personal Communication, at FAST University, 2-10-2023).

Similarly while talking about playing their part in doing their part and standing up to make the world a better place my respondent, Mr. FK shared:

After I went on my exchange program I was able to experience first-hand how people are being affected by environmental issues. Here in Pakistan we do not have these kind of courses taught to us but when I learned about it and the other students from Africa who were on the exchange program shared their personal experiences I knew I had to do my part as a global citizen no matter how small it may be but I have to start making some change because I cannot call myself an international citizen unless I raise my voice for what is wrong no matter where it is happening(Personal Communication, at Quaid-i-Azam University, 14-11-2023).

While some view global citizenship as heightened awareness of global issues, others perceive it through an economic lens, recognizing its potential to enhance job prospects and foster valuable connections. For these students, being a global citizen is not only about understanding global challenges but also about leveraging this perspective for personal and professional growth. It reflects a pragmatic approach that sees global awareness as a strategic advantage in the interconnected landscape of today's workforce. In this aspect one of my respondent, Mr. AM shared:

I've met students who see global citizenship differently. For some, it's about understanding big global problems, but for others, including myself, it's also a practical thing. Being part of a student exchange program isn't just about learning about issues; it's an economic move too. It opens doors for jobs and creates connections that can help in the future. It's like a two-way street – you contribute to the global community, and in return, it benefits you in your career and personal life(Personal Communication, at NUST University, 12-10-2023).

Ian Davies, Mark Evans and Alan Reid have written in their article about the other side of the notion of global citizenship. They write that the notion of global citizenship is taking over the idea of national citizenship. This idea is somewhat true as people now do not care much about what is going on their own country but are more worried about what is

going on in another country(Davies et al., 2005). Sharing similar thoughts, my respondent Ms. AI told:

Global citizenship is a very good thing and as Muslims we do need to stand up and play our role for any injustice or bad thing that is happening anywhere in the world but with all that said I believe that you need to first have your house in order and work towards building your own house(Personal Communication, at NUST University, 19-10-2023).

In the grand scope of diverse perspectives on globalization and the concept of being a global citizen, we are all embarked on a collective journey. It's not just about going to different places; it's about learning from each other's ideas, cultures, and experiences. This journey helps us understand the challenges and opportunities the world has. As we bring all these different thoughts together, being a global citizen becomes like a guiding light. It shows us the way to a future where everyone is included, caring, and aware of the world around us. And in this journey together, we see that each of us, with our own experiences, adds something special to the big picture of our global community.

4.3 Coming together: Cross cultural collaborative experiences.

Embarking on the educational journey is an exciting adventure shaped by the blend of diverse perspectives. In this exploration, "cross-cultural collaboration" transforms beyond mere words; it becomes a driving force for innovation and progress. Within the educational sphere, especially in international student exchange programs, this blending of ideas resembles unlocking a treasure trove of creativity and understanding. As students from various corners of the globe converge, the sharing of cultural insights, traditions, and approaches weaves a dynamic tapestry of collaboration. There is an influential role of cross-cultural collaboration in education, where the fusion of diverse viewpoints ignites creativity and brightens the path toward a more enriched and interconnected learning experience. Collaboration among students from different cultures generates new ideas which in return make the learning more exciting and memorable. Sharing her experience Ms. SZT told:

We had students from different countries, and it wasn't just about learning from books. The cross-cultural collaboration meant we shared our ideas, traditions, and ways of doing things. It was like finding a treasure chest of new and exciting stuff. We all brought something special from our own places, and it made learning way more interesting. This experience showed me how working together with people from all over the world can make

school really fun and help us learn a lot of cool things(Personal Communication, at NUST University, 23-10-2023).

In student exchange programs, students learn fresh approaches to problem-solving and test preparation through cross-cultural collaboration. Sharing diverse ways of thinking enhances creativity, providing a global toolbox for tackling challenges. With each student contributing unique methods, it's like building a global team where everyone brings something special to the table, making learning both interesting and effective. Sharing similar experience, my respondent AF had the following to say:

Here in Pakistan most of the students just memorize everything. They do not grasp the concept and all of their effort is concentrated towards just remembering what was written in the notes and writing the same in the exam. When I went to the US I was very much worried as I had to learn the concepts and write my own thoughts in the exam. My other friends who were not just from US but from around the globe helped me a lot. I picked up certain tricks I would say on how to prepare for the exam in a better way. In particular Peter who gave me the idea of dividing everything up and using YouTube videos to grasp the concepts made it much easier for me to learn everything. So I would say that when people from different places come together you definitely learn new ways of solving your problems(Personal Communication, at FAST University, 5-10-2023).

By participating in cross-cultural comparative analyses, students have the opportunity to enhance their awareness of cultural influences on various phenomena and integrate the constructivist idea of knowing(Fosnot, 2005)into their ways of understanding. This process allows them to grasp that meanings and knowledge are collaboratively negotiated within a community through communication(D'Andrade, 1990) participating in cross-cultural comparative analyses empowers students to recognize cultural influences on various phenomena. This engagement facilitates the integration of constructivist notions into their ways of understanding, emphasizing that knowledge is a result of negotiation and communication within a diverse community. Through these experiences, students learn to appreciate the richness of cultural perspectives and enhance their epistemic patterns in a global context. In this context one respondent, Ms. WT, said:

We often have certain notions about other people and see them differently because of how they dress and address each other. I too had these notions which I would admit were somewhat wrong. When I went for my exchange program I talked to different people over

there and came to learn about their culture and why they did what they did and because of that experience I was able to learn that if they are different it does not mean they are bad(Personal Communication, at NUST University, 17-10-2023).

This collaborative environment encourages the exchange of knowledge and promotes open-mindedness, better ability to communicate, and adaptability. The students' capability to absorb in the cross cultural setting is enhanced and the students benefit not only academically but also personally, gaining a global mindset that prepares them for the challenges of an interconnected world. One respondent Mr. NA shared:

See, each of us brought a unique perspective shaped by our cultural backgrounds. I remember we were brainstorming solutions to a complex issue in international relations. The way we approached the problem was like combining different puzzle pieces to create a bigger picture. For instance, we had been given an assignment in which we all had different ideas on how to solve it. The Chinese approach was more focused on long-term strategies, rooted in their deep historical context. My perspective focused on the insights about the regional dynamics and local nuances that we might have missed. And the American viewpoint was all about innovation and thinking outside the box. So in this way I got to learn a lot about how I can use different strategies to solve anything(Personal Communication, at Quaid-i-Azam University, 23-11-2023).

Engaging in cross-cultural collaboration during student exchange programs goes beyond the classroom lessons. It's a journey that unveils not just diverse perspectives but also the warmth and richness that emerges when individuals from varied backgrounds unite. These experiences aren't merely educational; they transform into cherished memories, intricately woven into the fabric of lifelong connections. As students bid farewell and return to their homes, they carry with them more than academic knowledge; they possess a profound understanding. It's an understanding that, despite our differences, there exists a universal thread of human connection, connecting hearts across borders and shaping the way they view the world for a lifetime.

4.4 The way forward: students' suggestions for universities.

Embarking on the path ahead, students bring forth invaluable insights and recommendations for universities to enhance the student exchange program experience. As the architects of their own educational journeys, these students offer thoughtful suggestions

that pave the way for a more enriching and seamless exchange program. Their perspectives illuminate the potential for growth and improvement, emphasizing the importance of fostering a collaborative and supportive environment for international education. This exploration into students' suggestions opens a dialogue on how universities can shape the future of student exchange programs to better cater to the evolving needs of a globalized and interconnected world.

Orientation programs for international students on exchange programs play a vital role in easing the transition to a new academic and cultural environment. These programs provide essential information, support, and a sense of belonging, helping students navigate challenges, build connections, and make the most of their educational experience in a foreign setting. Orientation sessions foster a smooth integration, empowering students to feel confident and engaged from the very start of their exchange journey. Orientation programs offer a chance to acquaint students with academic and social insights that can contribute to their success in the program according to Mayhew, Vanderlinden and Kim (Mayhew et al., 2010). While the importance of the orientation programs cannot be more emphasized some students have positive while others have negative experiences with the orientation sessions and feel that the overall experience can be improved. Sharing her experience Ms. NUH had the following to share:

I was really nervous for the orientation session. Even though I see myself as someone who is really confident but still I don't know why I was nervous at all. But the whole orientation session went really smoothly. The coordinators briefed us on all the rules and regulations and were very clear on what we were and were not supposed to do. One major concern of mine was the travelling as I really love to travel and go about and they told us in detail where and at what times the buses and other public transport went. They also told us where we could get halal food, or Muslim food as they called it, from and they were very clear on how we were going to be graded and what the study plan for the whole semester was going to be which gave me a sigh of relief. There were also other local students who told us all about the academic things which really boosted my confidence and removed any ambiguities that I had(Personal Communication, at Quaid-i-Azam University, 7-11-2023).

While some students had reported positive experiences others had not so good experiences and felt that things should've been made clearer and the whole experience could've been better. One of my respondents Mr. SK told me:

The whole point of the orientation session is to inform the students about what they should do and how they should do it. One can navigate with the non-academic challenges but when it comes to academics one cannot take a chance. Our whole orientation session was comprised of us introducing ourselves to others and them doing the same but I think the university should have provided us with more information. I got really bad grades on my first assignment because firstly I didn't know what the teachers expected me to write and secondly I did not know that I was supposed to submit it on the LMS and for that I got bad grades. I think the university could have done a better job in this regard(Personal Communication, at International Islamic University, 27-11-2023).

The significance of internationalization lies in its potential to foster students' development of soft skills and intercultural competences, such as a better understanding of the world and its interdependencies (Ramírez & Bustos-Aguirre, 2022). Cultural learning and ice breaking is an integral part of the whole student exchange program because it helps the students to absorb aspects about one another's cultures, languages, food and traditions in a much better way. In this regard one student, Mr MH, shared:

The universities should give us more facilities grant us permissions and give us some budget to make an event happen and especially give us the floor to show everyone who we actually are but in reality they do not and they shouldn't be lazy because they just invite us if they have an event and we sit and watch each other's face, they are just good to us when they need us only for promoting their campus. I think that the university needs to put in more effort(Personal Communication, at FAST University, 5-10-2023).

Another respondent, Ms. OW had similar feelings on the role that needs to be played by the university in order for them to make the cultural exchange more meaningful and exciting. She suggested:

While there have been some events hosted by the university for us international students by the university it was more of a meet and greet kind of vibe. There were no local students and how were we supposed to learn anything about the culture if we were not going to interact with the local students on a personal level? All of the students there were international students and the teachers were busy talking about their own things with each other we just ate the food, there was this little speech and everybody just left. I mean if I wanted to have food I could get it from some restaurant. I think the university should host some events where there would be stalls and I would suggest that the administration should not be involved or

invited because then the whole environment becomes very formal(Personal Communication, at Bahria University, 8-9-2023).

Eradicating language barriers for international students on an exchange program is paramount for fostering effective communication, ensuring a more inclusive educational environment, and promoting a sense of belonging. Breaking down linguistic barriers not only enhances academic engagement but also facilitates meaningful cultural exchange, allowing students to completely immerse themselves in the foreign community and forge deeper connections with their peers. In this regard while sharing his experience with the language barriers Mr. TI shared:

It was very hard for me to understand most of the times what the teacher was saying and the examples they were giving not because my English was weak but because even though the teachers were supposed to be speaking English with us they still spoke the local language in between because of that I lost my focus and didn't understand the examples which were being given. I think there should be strict check and balance on the teachers and not just them but also the students. They should be told to speak in English only so that the international students do not face difficulties(Personal Communication, at International Islamic University, 27-11-2023).

Even though international students have typically shown a certain level of English proficiency before starting their studies, as mentioned by Sarkodie-Mensah, it doesn't necessarily mean their English is robust enough to overcome all barriers when seeking information(Sarkodie-Mensah, 1992). In a similar way, Zhang also highlights that students from East Asia may excel in English reading skills but lack experience in actual language conversation(Zhang, 2006). With regards to this my respondent, Ms. FK shared:

Everything in my experience was great. The teachers were very kind and the students were really helpful towards me. I had a really amazing time but the only thing that I would like the university to improve is the mode of communication. Even though my English is not that good but still the teachers should speak all the time in English because that is the only language that I know of apart from my mother tongue. I would suggest that the teachers should also give some leverage to the students from other countries because most of the times our English is not that good(Personal Communication, at Quaid-i-Azam University, 23-11-2023).

Eradicating administrative issues for international students on exchange programs is paramount for fostering a positive and inclusive educational experience. Streamlining administrative processes ensures that students can focus on cultural immersion and academic pursuits without unnecessary bureaucratic hurdles. A smooth administrative framework not only enhances the overall exchange program satisfaction but also promotes a welcoming environment that encourages future international collaborations. My respondent Mr. JK had the following to say:

The university likes to claim that we are very supportive and we provide a lot of facilities but in fact the international office does not help us out much. I remember 6 months ago I had a problem with my visa extension and I had to go and sort it out myself. I feel that they should be more active in catering to the needs of the international students. Another thing that the university should improve is allocating suitable accommodations to the international students because finding a hostel off campus is a big hassle. In my opinion these two things need to be improved immediately in order for the students to have a pleasant experience(Personal Communication, at Quaid-i-Azam University, 7-11-2023).

In charting the course forward, students' insightful suggestions emerge as guiding lights for universities navigating the realm of student exchange programs. The collective wisdom shared, encompassing language barrier removal strategies, administrative enhancements, and ideas for fostering richer cultural exchanges, paints a roadmap for universities to shape a more seamless, inclusive, and transformative exchange experience. As students and institutions collaborate to implement these suggestions, the future of student exchange programs holds the promise of not just academic enrichment but a profound cultural tapestry where diverse voices harmonize in the pursuit of global understanding and cooperation.

Chapter Five

Data Analysis:Views and Experiences of Teachers

Chapter five of this thesis entails the detailed analysis of data collected during interviews to interpret the impact of Globalization and Transculturalism on University Education in connection to the international students' exchange programs. The ensuing discussion and verbatim used in the data analysis chapter are taken from interviews which were transcribed and analysed. Verbatims by 8 teachers who have taught the international students who have come to Pakistan on a student exchange program will be analysed in this chapter. The identities of all the teachers will be kept private for the purpose of this study as none of them gave the permission for their name to be used therefore I shall be using only the initial letters of their first and surnames. The data has been analysed in the form of themes using the method of thematic analysis which has been divided into 8 themes in total out of

which four will cover the points regarding the students and the remaining four will be used to examine the data gathered from the teachers.

In this chapter, I shall be looking into the insights provided by the teachers regarding globalization and transculturalism under the following four themes:

- 1) Global Classrooms: Illuminating the Teacher's Perspective on the Impact of Globalization on Education.
- 2) The Multifaceted Impact of Exchange Programs on Globalization and Education.
- 3) Building Bridges, not Barriers: Engaging International Students in Classrooms.
- 4) Future of education and globalization.

5.1 Global Classrooms: Illuminating the Teacher's Perspective on the Impact of Globalization on Education

In the ever-evolving landscape of education, teachers stand as the vanguards of knowledge, navigating the currents of change with a keen eye on the global horizon. As our world becomes increasingly interconnected, the influence of globalization on education is a dynamic force shaping the way teachers perceive and approach their roles.

Teachers, once confined by geographical boundaries, now find themselves at the crossroads of a globalized educational paradigm. The traditional chalk-and-board model has metamorphosed into a vibrant tapestry of diverse cultures, perspectives, and ideas. This metamorphosis is not just a surface-level shift; it's a profound transformation that echoes in the philosophies and practices of educators. As the world shrinks and boundaries blur, teachers are compelled to reassess their pedagogical approaches, embracing a nuanced understanding of how globalization moulds not just their teaching methods but also the minds of the next generation.

The influence of globalization has brought about shifts in the roles of both teachers and students within educational systems, marking a transition from an industrial society to an information society (Chinnammai, 2005). This transformative journey signifies not just an evolution in educational methodologies but a paradigmatic transition echoing the broader societal shift towards an interconnected, information-driven era.

Globalization has expanded teachers' horizons, encouraging a more diverse and interconnected approach to education. It brings forth challenges but also opens doors to new teaching methodologies and cross-cultural understanding. In this regard one of my respondents, Mr. AM had shared the following insights:

Globalization in education brings both convergence and divergence. Interacting with foreign students enhances cross-cultural understanding and positively impacts the Pakistani education system. Teaching in an international setting requires global examples and effective teaching aids like PowerPoint and other softwares to engage students in global discussions and make the learning experience more fun. We as teachers now have to adapt our instructional methods in order to foster a more interconnected and effective learning environment(Personal Communication, at Bahria University, 26-9-2023).

Another teacher, Ms. SA, had the following to say when she talked about how the globalization has impacted her teaching methods and the overall educational landscape:

In my opinion due to the rapid globalization and in the ever evolving educational landscape we have to keep up with the world or we will be left far behind others. Globalization has definitely impacted the way we teach and I am not just talking about the international students but the local students also now expect more. We are specially instructed by the university administration to deliver our complete lecture in English which is something that I as a teacher have trouble with because many of our local students cannot understand the whole lecture in English. We also have to be more mindful of our tone because we can scold the local students but we cannot do the same with the international students in my class because it is something they are not used to. So I think globalization and moreover the influx of international students that globalization has brought has definitely impacted the way I teach my class(Personal Communication, at Bahria University, 20-9-2023).

According to Chinnammaithe traditional perception of a teacher has metamorphosed into the concept of a global educator (Chinnammai, 2005).The research unearthed that the responsibilities of educators have diversified due to globalization, showcasing both favourable and adverse effects on their qualifications. In a research effort undertaken by Balkar and Özgan, educators affirmed that the impact of globalization had transformed their responsibilities (Balkar & Özgan, 2010). They no longer saw themselves merely as

knowledge transmitters but highlighted their roles in nurturing students to develop critical thinking skills and fostering their social development.

In the western world there is more emphasis by the teachers to prepare the students for the job market unlike in Pakistan where most of the time the teacher is someone who just imparts knowledge. This perception however is changing as the teachers adapt themselves to the global methods of teaching especially at the university level. In this regard one of my respondents Ms. ZZ shared the following views:

I remember when I started to teach there was no pressure of any kind. We would just come to the class deliver the lecture, give an assignment or quiz and leave. But now it is totally different. Especially when there is an international student in the class there is extra check and balance on us and we are expected by the administration to go the extra mile and teach new things apart from our syllabus. I think it's a good thing that students get to learn something extra but it also adds a lot of burden for us teachers(Personal Communication, at NUST University, 17-10-2023).

Another teacher by the name of Mr. FR while sharing his insight said:

Teachers over here are doing what they should have all along regardless of the fact that the university administration tells them to do something. It is the primary duty of the teacher to prepare students for not just the job market but also for life because after parents teachers are the primary transmitters of knowledge but sadly many teachers just come to the class deliver the lecture and leave. I think it should not be like this. If the teachers are to learn anything from the global influx of knowledge and teaching methods it is the fact that we have to prepare our next generation to compete on a global scale and not just hand out degrees to them which would be of no use because they have no real life skills(Personal Communication, at International Islamic University, 21-11-2023).

In a research study conducted by Guo, specific skills deemed essential for teachers to possess global competency were identified as follows: having pedagogical skills to guide students in analysing and evaluating multicultural traditions and multidisciplinary perspectives, possessing intercultural competence and the ability to adapt to cultural norms and social diversity, aiding students in becoming responsible global citizens, possessing knowledge that global events and problems are interdependent, being aware of social issues, paying attention to other individuals, understanding the nature of global economic integration, recognizing the mutual dependence and interdependence of peoples, respecting

and preserving cultural diversity, advocating for social justice for all people, and safeguarding the environment (Guo-Brennan, 2014). Due to globalization and the influx of not just international students but also their language and cultures, teachers have to be competent and knowing about the cultures of different international students in their classes and what might trigger them in order to impart meaningful knowledge. Regarding this my respondent Mr. FK shared:

I have to learn about the different cultures apart from the lectures that I prepare in order to deliver a lecture that is more inclusive. I have to come up with examples from the cultures of international students along with giving local examples so that everybody gets my point. Having students from one or two countries is fine but I remember in one semester I had students from 5 different countries and I had to learn about their cultures which was a huge task but I think it was also a blessing because I got to learn so much and teach about different things to our local students as well (Personal Communication, at NUST University, 12-10-2023).

Another respondent, Mr. FA, when sharing his thoughts on how the globalization has impacted his teaching methods said:

Globalization has definitely impacted how I teach. I try to inculcate as many examples as possible not just from the cultures of international students or our local cultures but from other cultures as well. Globalization has also brought with it different technologies and I make full use of those by teaching students not just from the books but also from different online videos. I engage students in discussions that reflect a global perspective and a global understanding of the issues that we face. I believe that being competent in understanding various cultures has become integral to ensuring effective communication and a meaningful educational experience for both me and my international students (Personal Communication, at Bahria University, 23-11-2023).

In the radiant expanse of global classrooms, where borders dissolve and ideas traverse continents, the teacher's perspective emerges as a guiding beacon through the transformative waves of globalization. As educators illuminate the path for their students, they become architects of a future where diversity is celebrated, and cross-cultural understanding is paramount. This journey into the effect of globalization on education reveals a narrative of adaptation, innovation, and interconnectedness. Through the lens of teachers, we witness the profound metamorphosis of traditional pedagogies into dynamic, globally conscious

approaches. The global classroom, enriched by the teacher's insights, stands as a testament to the power of education in shaping a world that embraces the collective wisdom of its diverse inhabitants.

5.2 The Multifaceted Impact of Exchange Programs on Globalization and Education:

Embarking on a global learning adventure, exchange programs act as powerful agents, weaving a diverse tapestry in the fabric of global education. As we explore the enchanting realms of the "Global Learning Magic," the various sides of exchange programs come to life, showing a beautiful dance between education and globalization. These programs, like ancient magicians, turn cultural exchanges, academic perspectives, and friendships into a strong potion that shapes the future of our interconnected world. From classrooms to cross-continental connections, this exploration promises to uncover the secrets behind the magical blend of education and globalization in the dynamic world of exchange programs.

Globalization has ushered in positive changes in education by fostering cultural exchange, providing access to diverse perspectives, and enabling collaboration on a global scale. It encourages the sharing of knowledge and resources across borders, enhancing educational opportunities for students. Corpuz and her co-authors have suggested that the global teacher should fulfil five fundamental roles. The initial role is that of an effective teacher who perceives teaching as an on-going learning process(Corpuz et al., 2006). In the light of this we can say that the teacher who keeps up with the modern times and adapts herself or himself to the new cultures and ways of teaching is much more efficient in imparting knowledge than the one who does not. Globalization and learning global practices certainly helps in this regard and has a positive impact on the way the teachers teach. One of my respondents, Mr. AM, had the following to say:

Globalization has certainly improved the way we teach. It has made the learning process not just more fun but also efficient. The students are more eager to learn through the use of multimedia as compared to when I just hand them articles in printed form. I also feel that it has made the learning process much easier for me because now I don't have to read so many books and can directly read articles or watch videos on the go and learn about so many things. If we look at the international students, I think it has become much easier for me to learn about their cultures and traditions and because of that not only has the cultural

exchange become easier but also better(Personal Communication, at Bahria University, 26-9-2023).

The rapid globalization has brought with it not just ideas and different cultures to our doorstep but also it has made the communication for both the international students and the teachers teaching them much easier. In this regard my respondent, Ms. FJ had the following to say:

People do not understand how easy life has become for us teachers all because of the influx of technology. I remember when I started teaching we did not have so much use of technology as we have now and teaching and especially communicating with the international students was somewhat a nightmare. Most of the time we wouldn't understand them and they wouldn't understand us. I remember the second semester I had taught had 2 Chinese students and they knew little to no English so making them understand anything was a huge task. But as the technology evolved and came to Pakistan we got better translators and now even though most of the international students are the ones who can understand English but often times there are some students who cannot then I allow them to open Google translator on their phone because we now have Wi-Fi access all around campus and then they don't have much problem in understanding the lecture. I think if it was not for the exchange of technology and ideas or I think if it was not for globalization the education process could never have been this smooth and convenient(Personal Communication, at FAST University, 2-10-2023)..

Lawal Mohammad Ankain his article argues the same point saying that the manner in which education is imparted to students is undergoing transformation with the integration of technology into the classroom. This shift is gradually paving the way for a novel form of electronic literacy, with an increasing array of programs and educational materials being presented in electronic formats. Teachers are now creating materials electronically, and students are producing papers, assignments, and projects in digital forms. Traditional blackboards are being replaced by video projection screens, and books accompanied by storage devices and CD-ROMs, along with the emergence of digital libraries. Moreover, the traditional practice of exams and grades is progressively transitioning to electronic means, and notebooks are beginning to be supplanted by laptops(Anka, 2019).

With the positives there are also the negative impacts which include the risk of cultural homogenization, where local traditions might be overshadowed, and the potential for

educational inequality to widen due to varying access to resources and technology. Additionally, standardized testing and curricula may not always align with diverse cultural contexts, posing challenges in delivering inclusive education. Schlossin his article labels it as the cheapening of degrees because the international students are just not held to the same academic standards as the local students(Schloss, 1955). With regards to this one of the teachers, Ms. ZZ, told:

The international students although are most of the time really hardworking but sometimes there are a few bad apples. I remember last year there were these two students from Nigeria in my class and they think because they were international students they could get away with anything. They did not take classes and their attendance fell short but the university administration told me that I have to cater to them just because they are international student. Well why should I have one standard of teaching for the local students and then other standard of teaching for the international students? I know that we have to be more global and accepting of others because we live in a globalized world but if something is wrong then it is wrong(Personal Communication, at NUST University, 17-10-2023).

Another teacher, Ms. SA, who teaches international students, had the following to say when talking about how she preserves the local educational values while teaching international students:

When I am teaching students from other countries I have to keep in mind that their educational values and their values regarding the respect of teacher is much different than that of our culture. I on the first day make it very clear or all the students that we will have discussions and debates in class because we are now at the university level but I would not tolerate any sort of disrespect because here in our country the teacher is supposed to be held up to a certain level of respect. With that I not only tell them how their conduct should be but also how our culture works(Personal Communication, at Bahria University, 26-9-2023).

Exchange programs are powerful tools for driving globalization and education forward. By fostering intercultural understanding, promoting collaboration, and enriching learning experiences, these programs create a ripple effect that extends far beyond the classroom. As we move towards a more interconnected and diverse world, exchange programs will carry on to play a vital part in preparing future generations to thrive in a globalized society. Let us embrace the opportunities they offer and work together to build a brighter future for all. Through international exchange, we can break down barriers, build

bridges, and create a world where everyone has the opportunity to learn and grow. Let us continue to nurture this global dialogue and work together to create a more inclusive and moreover an equitable future for all.

5.3 Building Bridges, not Barriers: Engaging International Students in Classrooms:

In today's globalized world, classrooms are increasingly comprised of diverse student populations, including international students. These individuals bring a wealth of unique perspectives, experiences, and cultural viewpoints that can enrich learning for everyone. However, ensuring their full engagement and participation requires conscious effort and a deliberate shift in pedagogical approaches. This article explores the significance of engaging international students and delves into practical strategies that can help educators foster an inclusive environment where all voices are valued and contributions are celebrated.

By adopting effective strategies and cultivating a welcoming atmosphere, educators have the opportunity to transform classrooms into vibrant learning communities where international students become active participants, contributing their unique perspectives and cultural insights. This, in turn, enhances the learning experience for everyone, fostering intercultural understanding, collaboration, and critical thinking skills.

Tinto emphasizes the importance of creating inclusive learning environments that promote student interaction and participation (Tinto, 1993). This can involve using cooperative learning strategies, incorporating diverse perspectives into the curriculum, and providing opportunities for foreign students to impart their understandings and cultural knowledge. In this regard my respondent, Mr. FR, shared:

I am always very careful and attentive towards the needs of my students but I have to put in extra care when I am interacting with the international students in my class. I try to give assignments which are more, you can say, culture-entic so that the students can understand each other's cultures better and feel more comfortable around one another(Personal Communication, at International Islamic University, 27-11-2023).

When talking about how he makes the international students feel more included and at home, Mr. FK had the following to say:

I feel that the biggest challenge for the foreign students who come here to study is the lack of language understanding. Some of the students that we had in the past couldn't even

speak English properly. I am someone who likes to go the extra mile and put in the extra effort as a teacher because that is what I am getting paid for right? Well I was already fluent with Arabic before I began my career as a teacher but a few years back I knew I had to learn Chinese because a lot of Chinese were coming to Pakistan and they were facing difficulty in the class so I learned it and now I teach in multiple languages when the students cannot understand what I am trying to say during my lecture so that they don't feel left out(Personal Communication, at NUST University, 17-10-2023).

Berry describes acculturation stress and has written that the individuals frequently undergo psychological and emotional stress while adjusting to a new cultural setting(Berry, 1997). Foreign students often face social isolation, language barriers, and educational challenges, which can contribute to acculturation stress (Furnham, 2020). To overcome the stress that the students face they require constant support and reassurance from the teachers and the teachers can help them to feel more included in the class. With regards to this my respondent Ms. FJ shared:

The international students are really shy and do not participate in the class out of the fear that they might say something wrong or they will be made fun of for their accent. I always encourage my international students to speak up more no matter how they speak English. I try to provide them reassurance again and again. Plus, twice every month I hold this party with my students where I ask every student to chip in money so that we can buy the ingredients and the international students make something for us because some of the students are from the lower background and cannot afford things. At the end of my lecture I have this routine where I ask the international students the word or phrase of the day and they tell the whole class something which helps a lot with making them feel at home(Personal Communication, at FAST University, 5-10-2023).

Including the international students in not only the class activities but also in out of class activities can help give their confidence a much needed boost and make them feel more comfortable and immersive in a foreign culture. With regards to the inclusion of students outside of class my respondent Ms. TB had the following to say:

I try to socialize with my students, whether they are international students or not, outside of class too because I feel if I have to be a good teacher and give my students the knowledge that will be useful for them in the real world I have to engage with them outside of class. Some of my colleagues see this as very unprofessional but I don't care because I am

getting paid to prepare these students for the real world. If I talk about specifically my international students, I encourage them to go on different trips with other students and tell them to participate in different event in the university. I have specifically instructed the CR and GR or my classes that they are to make sure that the international students do not feel left out and are included in everything(Personal Communication, at FAST University, 5-10-2023).

Fostering the engagement and inclusion of international students is not just a commendable pedagogical practice, but a critical investment in the future. By embracing their diverse perspectives and experiences, educators create vibrant learning communities where all individuals feel empowered to participate and contribute. This, in turn, fosters intercultural understanding, collaboration, and critical thinking skills – essential tools for navigating our increasingly globalized world. By consciously constructing inclusive classrooms and actively building bridges, not barriers, we empower the upcoming generation of leaders with the expertise, capabilities, and flexibility to flourish in a diverse and interconnected society. Let us continue to strive for inclusive classrooms where international students feel valued, supported, and celebrated, for their presence is not just an asset, but a vital force shaping a more equitable and interconnected world for all.

5.4 Future of education and globalization:

In an increasingly interconnected world, education stands at a transformative crossroads. Globalization, driven by technological advancements and cultural exchange, is fundamentally reshaping the landscape of learning, blurring geographical barriers and fostering unprecedented collaboration. This interconnectedness presents both unparalleled opportunities and significant challenges, demanding a reassessment of how we educate future generations. Technology has become a potent catalyst, enabling virtual classrooms where students from diverse backgrounds can learn and collaborate seamlessly. Online courses, collaborative projects, and international research partnerships connect individuals across continents, fostering global understanding and problem-solving.

Higher education is entangled in all these transformations. Education and research play pivotal roles in shaping the global landscape, serving as the bedrock for knowledge, the adoption of technologies, cross-border collaborations, and the sustenance of intricate communities. While higher education institutions may perceive themselves as subjects of globalization, they also actively contribute to it (Scott, 2000). In their work on Globalization

and higher education, Marginson and Wende have noted that Economic and cultural globalization have inaugurated a novel epoch in higher education. Cross-border communication and strategies have gained increased significance for all governments and systemic agencies, encompassing both research universities and certain non-research institutions (Wende, 2007). As the time moves on the rate of globalization and the changes that come with it will continue to impact the education systems for better or for worse. Teachers have different opinions when it comes to discussing what the future holds for them. One of the teachers, Ms. SA shared:

During my long career as a teacher, I have seen continuous change and not just change but the development of our educational system. I strongly believe that due to the globalization the whole realm of academics will continue to evolve for the better and it will have only positive impacts on our educational system and our lives in general too(Personal Communication, at Bahria University, 26-9-2023).

Another one of my respondents, Ms. ZZ, also shared similar views when talking about the impact of globalization in the future. She said:

I think that globalization has proved to be a blessing for all of us and especially for the people in the third world. Our lives have become much easier. If I talk about it from a teacher's perspective, we certainly have learned new ways to teach and now we have tools to help us teach better. In the future I believe that because of globalization we would become more open and more understanding towards not our own people but also the people from other cultures as well because as there is more and more exchange of students we will continue to learn more from each other(Personal Communication, at NUST University, 17-10-2023).

The 21st century has unveiled a new frontier for complete automation through omnipresent cyberspace and the prevalence of the internet as noted by Eduard Babulak in the conference paper Globalization and Future Education(Babulak, 2009). Cyberspace and the internet have created a dynamic platform for personalized learning, transcending geographical boundaries and fostering unprecedented collaboration among learners and educators worldwide. However, this advancement also raises critical questions about equity and accessibility, necessitating a nuanced approach to ensure that technology empowers rather than exacerbates existing educational inequalities. As Castells shared that

Globalization may widen the knowledge gap between the "information rich" and the "information poor," further marginalizing disadvantaged communities (Castells, 1996).

While many teachers who were interviewed for the purpose of this research had shared positive insights regarding what the future of education would look like in a world in which the phenomenon of globalization is ever-growing, some teachers were also skeptical of the affects that it would have on the education system as a whole. When asked about how he sees the future of education with regards to globalization, Mr. FR said:

Everything has positive and negative impacts and I know that due to the influx of technology and global ideas our lives have become much easier than before and we have learned so much from the other cultures but I think that in the future because of the globalization we will have severe impacts on our education system. Because of the availability of softwares like Chat-GPT we are already seeing that the students now do not work by themselves and these kind of things in the longer run will definitely harm our education system in the future because the students will be able to get the degree but won't have any skills to operate in the job market as they will not be possessing the necessary knowledge(Personal Communication, at International Islamic University, 27-11-2023).

As we stand on the precipice of a globalized future, the landscape of education is undergoing a transformative evolution. The convergence of technological advancements and cultural exchange has fundamentally reshaped how we learn, creating a vibrant tapestry of interconnected learning communities. Educators, empowered by technology and equipped with global competencies, are now poised to guide future generations through this dynamic landscape. By embracing the opportunities presented by globalization and proactively addressing the challenges, we can create a future where education empowers individuals to become active global citizens, capable of navigating the complexities of an interconnected world and contributing to a more equitable and sustainable future for all.

The future of education and globalization is not a preordained destination, but rather a path we forge together. By fostering open dialogue, collaborative partnerships, and a commitment to lifelong learning, we can build a bridge to a future where education empowers, connects, and inspires. This journey requires active participation from educators, students, policymakers, and communities worldwide. By harnessing the power of technology, embracing diversity, and cultivating global competencies, we can guarantee that education remains a guiding light of hope and opportunity for future generations.

Chapter Six

Discussion

In this section, I have elaborated on my primary discoveries in relation to the prevailing academic discourse on globalization, education, international student exchange initiatives and the theoretical framework that directed this investigation are expounded in this chapter. This chapter consists of my discussion on the broader theme of globalization, its effects on student exchange programs and the teachers. This study has revealed important insights regarding globalization (Tomlinson, 1999; Pieterse, 2003; Featherstone, 1995; Kraidy, 2005; Appadurai, 1990; Held & McGrew, 2000), the link between globalization and education (Cuban, 1992; Spring, 2014; Hodges et al., 2020; Bates, 2015; Torres,

2009; Warschauer, 2003; Altbach et al., 2009) and the effect of globalization on the teaching practices and how the instructors view globalization (Chinnammai, 2005; Balkar & Özgan, 2010; Guo-Brennan, 2014; Anka, 2019; Schloss, 1955; Tinto, 1993; Berry, 1997; Babulak, 2009).

In this particular research, the concept of globalization, the challenges faced by the students and teachers regarding globalized education and the perceptions regarding foreign student exchange programs and globalized education are the defining determinants to comprehend the various aspects of globalized education in the context of Pakistani education system. The students from two categories were taken for the purpose of this research, first were the students who went on student exchange programs abroad from Pakistan whereas the second group of students were the foreign students from various countries who were studying in the different universities of Islamabad. The teachers selected to be a part of this study were the ones who had been teaching at their respective universities consecutively for the past 3 years and had taught international students or students on an exchange program for a major part of that tenure.

My findings from this research have revealed that although there is a very positive picture painted when it comes to studying as a foreign student in another country but in reality the students do face certain challenges, be it academic, social, psychological or lingual challenges.

Kim's concept of cultural adaptation reveals a clear and robust connection between the academic accomplishments of international students and their heightened cultural adaptation abilities (Kim, 2001). Improved cultural adaptation correlates with more effective relationships with the institution, leading to enhanced academic performance. When the cultural relationship is stable and more pragmatic within the host environment, students are more likely to experience improved adherence to social norms, resulting in enhanced academic and social lives. In the light of this my research findings also showed that the students had trouble when it came to navigating within the educational system that was different than that of their home country. Furthermore, the students also shared about how they at first had to struggle a lot academically because of that and their grades fell considerably just because they could not understand how they have to attempt tests or make assignments because the pattern of the exams and the assignments was noticeably different and therefore difficult to grasp at first. These findings were in accordance with what

Lysgaard had written in his study in which he attempts to explain the experiences and adjustment of people in a new culture through the U-Curve (Lysgaard, 1955). The students shared that the education system of the country that they had originated from also impacted the notions and expectations that they had regarding how they were going to be taught and treated by the teachers and that had impacted their overall academic performance.

Culture shock is the phenomenon of disorientation experienced by an individual when in contact with an unfamiliar culture as noted by (Jenks, 2004). Frequently, culture shock can be regarded as a form of stimulus necessary for acquiring specific culture-specific skills essential for establishing social interaction in an unfamiliar culture. Almost all of the participants of this study had reported about how they received a cultural shock with regards to their education and the preconceptions they had regarding the educational practices of the foreign country that they went to. For many students it was the pattern of exams while some students reported that they were completely blown away by how everyone treated them. Some students also shared that they saw and experienced things that they normally would not experience in their culture and these experiences not only totally shocked them but they also could not get over them during their whole visit to the foreign state. Students also expressed shock seeing that the teachers were usually late to class especially in the context of Pakistan, and were not held accountable for that.

Another major challenge that almost every student who participated in the study faced were the psychological challenges, the feelings of loneliness and homesickness. Most of the students reported that they were not able to adjust themselves mentally in a new social setting and that adversely affected their performance in studies. The students shared that they tried to be very strong mentally and they initially thought they would not get homesick but they reported to miss their family and friends all the time and even though they could video call them but still it was something not real. The students also reported to be missing their local traditional food and in the context of the Pakistani students almost all of them could not find halal food options which increased their homesickness. Even though there has been a lot of literature written on the mental health of students and homesickness in general but I could not find any piece of literature which specifically addressed this issue with reference to the international students on exchange programs.

Many of the Pakistani and international students reported that they initially had trouble adapting to the new culture that they went to. The students had communication issues

like not understanding the local language or accents too well or they did not most of the time know how to address someone and they also reported that they could not understand the local slang or sense of humour too. Almost all of the students reported that they found the foreign culture strange because of how the people dressed and their norms of modesty were completely different than their own. Although many of the students reported that they felt strange at first when they landed in a foreign but slowly they immersed and integrated themselves into the foreign culture when they lived and interacted with the local people. Furnham and Bochner have also written about this method of adopting any foreign culture by saying that successful adaptation necessitates active participation and engagement in mass communication, coupled with the continual development of personal skills (Furnham, 2020; Bochner, 2003). Learning is an on-going process, and true assimilation into any foreign culture can only be achieved through continuous learning and the enhancement of interpersonal, social, and communication skills.

There were still some students who found it difficult to adapt to the foreign customs, traditions, values and especially the food. It was particularly an issue for the Pakistani students that they could not adjust to the food options available to them in a foreign country because as Muslims they did not have Halal food options available to them. Some of the female students also reported to have faced challenges in terms of dressing as they were not used to the terms of modesty and cultural norms in a foreign country. Latipov has also reported that adjusting to the cultural norms and traditions of a foreign culture can pose significant challenges (Latipov et al., 2017).

Linguistic challenges also posed a major issue for both the Pakistani and international students who were a part of this study and not just in terms of academics but also in their day to day conversations. Most notably, the Pakistani students who knew English and could speak it fluently had trouble understanding the local dialects of the native English speakers. The students reported that they had trouble understanding what their professors were saying most of the time and they had to ask their professors to repeat themselves again and again which some of them reported was quite embarrassing for them. The Pakistani students who went to countries where English was not spoken as a first language reported that they had a much harder time in their adjustment process because most of the time the English being spoken in the class was not understandable and it was also impossible for them to communicate with the locals as almost everybody did not even speak a word of English. The international students who came to Pakistan also reported the problem of language and shared that most of

the time the teachers in class would not completely teach in English and this lead them to not being fully able to grasp the lecture. Moreover, they also reported that even though they had a difficult time conversing with the locals they would still manage to get their point across. These findings were in accordance with the ideas of Cummins who has written that if the student is unable to understand or speak the native language he or she can be left behind in studies and that there is a strong correlation between a students' performance and their language aptitude (Cummins, 2000).

Many of the Pakistani as well as international students shared that they were capable of overcoming these barriers with time and improve their grades and talk easily with the locals and a study by Cummins supports these findings (Cummins, 2000). As noted by Cummins, several researchers have established a connection between students' performance and their capacity to acquire and embrace a foreign language (Cummins, 2000). As Cummins has suggested that the absence of comprehension and challenges in embracing the host language contribute to a decline in students' confidence, thereby impeding their academic achievements (Cummins, 2000). Language barriers not only impact students' academic performance but also affect their social interactions. In addition to attaining proficiency in the foreign language academically, students must grasp the nuances of the social language to navigate effectively within the host culture. Even those who attain a satisfactory level of proficiency in the foreign language academically may struggle to achieve proficiency in the social language.

Globalization has been an ever evolving process. It is a process that is as old as the human civilization because humans have been sharing their food, culture and resources throughout history. There exist a variety of views regarding globalization in today's polarized world. Some people view it as a force of good whereas some people view as something that is plaguing the world and culture or as something that is being accelerated by the global elite to control the whole planet.

The students who participated in this particular study had a lot to say when it came to the positive aspects of globalization. All of the students reported that it definitely has a positive effect on not just their perceptions about various cultures around the world but also helped to remove the various preconceptions they had about those cultures from their minds. The students also shared that when that when they came into contact with people from different religions it helped alleviate multiple misconceptions about those people. The

students learned to not just be more respectful about the different cultures they came into contact with but also learned how they could move past their differences and coexist. On the academic front, the students reported that by coming into contact with people with various other cultures they learned new and innovative practices through which they could improve their overall academic performance. These point of views from the students were in accordance with what Brown has written and is of the view that it is the key need of the hour (Brown, 1999).

These students also viewed the concept of global citizenship as necessary in today's globalized world and they shared that it is integral for their future because if they have to get jobs in the international market and be competitive on any stage they have to think like global citizens. On the flip side, some students were also of the view that instead of us worrying about things that are out of our control we should first focus on our own country and not the other countries. These findings of my study are in accordance with the work of Giddens and Brown who have also written that when people from different cultures come together they gained increased awareness of distinctions among individuals and their awareness about various issues rises and that globalization is a must if we need to survive and thrive in today's interconnected world (Giddens, 1990; Brown, 1999).

According to Louise Douglas global citizenship involves recognizing oneself as a part of the broader global context and acknowledging that opportunities for global citizens vary significantly within and between societies, both in the global north and southern (Douglas, 2001). Ian Davies, Mark Evans and Alan Reid have also written about the global citizenship that it is taking the focus away from national citizenship and in the light of the data gathered it has somewhat proven to be true (Davies et al., 2005).

While almost all of the students were for the concept of globalization, there were still some students who saw it as a bad thing and they were of the view that the whole process of globalization was being used as a mask to support the elitist agenda of total control of the world economy and the people. These respondents noted that concepts like globalizations are being used to not only control our thought process and economy but also our language and religion are systematically being eroded and changed. This idea is somewhat supported by what Hirst and Thompson have written in their study (Hirst et al., 2009). They have described how many theorists believe that globalization is being used as a way to control the global economy. There was no literature that I came across that addressed the claim of the

respondents that our religion and language are being systematically eroded by the global elitist.

Cross cultural collaboration was also a central theme of the data collected from the students. one can learn not just about the culture, religion or the language of the people from various cultures they come into contact with but they can also benefit from them academically from the various ideas and solutions one comes across when the collaborate from students and faculty from various different ethnicities. The students reported that they learned a lot of different and exciting ways to not just solve academic but also the problems that life throws their way. The students had only positive things to say regarding the outcomes of cross cultural collaborations. Although, there was not much literature available on the cross cultural collaboration among foreign exchange students apart from the testimonials available on the websites of respective exchange programs or on blogs, there was some literature pertaining to how the students, through cross cultural comparison, can learn about the why people from different cultures behave the way that they do which was shared by Catherine Fosnot and Roy D'Andrade (Fosnot, 2005; D'Andrade, 1990). This piece of literature relates to my findings as many of the students shared that they began to understand the reason behind why people from certain cultures act the way they do and this thing helped them to get rid of the misconception they had and it was made possible when they collaborated with individuals from different cultures to work on a specific task.

Insights from the students can prove to be valuable for not just the teachers and the administration of the universities that host international students but these insights can also prove to be beneficial for other students so that they can learn and be more supportive towards the international student. The students who participated in the research, apart from a few, reported that their host universities either held an orientation session which did not share much information regarding how their life was going to be and what the students were and were not supposed to do. Most of the students reported that during their initial orientation sessions they were not communicated by the university administration regarding the academic expectations due to which their grades suffered a lot. The students also faced issues regarding accommodation and travelling as many times the university management was not clear in their communication or they outright did not provide any assistance to them whether it came to their accommodation or their transportation.

In the light of this Mayhew, Vanderlinden and Kim in their study have noted that the orientation programs for international students on exchange programs are highly significant in easing the transition to a new academic and cultural environment (Mayhew et al., 2010). Orientation sessions are a deciding factor and are of huge significance in shaping the students' educational experience and boost up their confidence.

Students also noted that there needs to be an improvement on how the universities integrate the foreign students and in what manner they handle the cultural exchange between the local and international students. The students shared that there needs to be more cultural festivals and other events which are hosted by the students and in which only the students are allowed so that they can act more natural and be at ease with one another. Ramirez and Bustos-Aguirre, noted in this regard that it is crucial for better internationalization of the students that more of their intercultural competencies and their soft skills are developed so that they can easily integrate with one another and the whole experience of cultural exchange is smoother and better (Ramírez & Bustos-Aguirre, 2022).

Almost all of the students who participated in the study noted that there needs to be an improvement and a constant effort to eradicate the language barriers that the international students face. The students shared that the linguistic challenges that they face are a huge factor for them when it comes to not just excelling academically but also to provide a more meaningful cultural exchange experience. The international students who were studying in Pakistan especially noted that the teachers most of the time use Urdu instead of English as a mode of communication which makes it harder for them to fully grasp the concept and not only this but they suggested that there should be more strictness on the students so that they talk more in English. In this context Sarkodie-Mensah stated that if a student shows some proficiency in English language that does not show that their English is quite strong. (Sarkodie-Mensah, 1992). Zhang also wrote that the students from East Asia can often read English very well but they are not proficient in spoken English (Zhang, 2006).

Some of the students also reported that while the university administration claims that they fully support the international students and help them in any issues that they might face the reality was different. The students noted that their respective universities should make their international offices much more active and they should be actively engaged to solve any issues the international students face whether it related to them having administrative issues or issues with the faculty.

The teachers who participated in the research were asked how they viewed globalization and how in their view they think globalization impacts our overall education system as a whole. They were inquired about how they view the different aspects of globalization and the education system in an ever increasing globalized world. Furthermore, they were asked to share what steps they take in order to engage and incorporate the international students and how they view the future of education and globalization.

The teachers shared that there has been not just an influx of global perspectives but also an influx of technology. They reported that they now have a huge benefit when it comes to teaching because they can not only access the huge amounts of literature available online and include that in their lectures but also they can share it with the students in the form of PowerPoint presentations and PDF documents which makes the whole learning process more fun and engaging. They also shared that the modern technology has allowed them to use video learning to their advantage because of which the students take more interest in their lectures. The teachers also reported that the expectations of both the international and local students have increased from the teacher and they are now more vocal when it comes to their rights. The teachers felt that they have had to upgrade their teaching methods and styles in the past few years especially due to the fact that the technology is changing at such an increasing speed. In the light of these finding Chinnammai in a study noted a similar scenario that due to the influence of globalization shifts in the roles of educators and learners within educational systems have been witnessed, marking a transition from industrial society to an information society (Chinnammai, 2005).

The teachers also shared that there is not only an expectation from them by the students but also from the university administration. Some teachers said that are under somewhat of a burden to not only impart knowledge to the students but to help them become better candidates in the job market meanwhile other teachers shared that it is their job and part of being a teacher is to not just teach but also turn the students into functioning members of the society. In accordance with these perspectives, Chinnammai and also Balkar and Özgan all found that globalization has led to changes in the roles of teachers. Chinnammai found that teachers are no longer simply knowledge transmitters, but also contribute to developing students' critical thinking skills and fostering their social development (Chinnammai, 2005). Balkar and Özgan found that teachers' tasks have been altered by the influence of globalization, and that they are now responsible for more than just transmitting knowledge (Balkar & Özgan, 2010).

Teachers shared that due to the influx of global perspectives and global students in their classrooms they now have to be more knowledgeable not just in terms of global teaching methods or their own subjects but they also have to actively study the different cultures and their ideas in order to not just help them in their cultural exchange process but also to teach them in a more efficient manner. Similar narrative was shared by Guowho identified key competencies for globally competent teachers: pedagogical skills to analyse and appreciate diverse cultures, intercultural competency and adaptability, commitment to being a more accountable global citizen, knowledge of global interdependence and social problems, awareness of integration of the global economy, respect for the diversity of culture, fight for social justice, and environmental stewardship. These competencies empower teachers to shape global citizens who embrace diversity and strive for a better future. Therefore it can be concluded that the key competencies that Guo highlighted and what the teachers who were interviewed for this study shared both are in accordance with one another(Guo-Brennan, 2014).

When asked about the role of technology in teaching the foreign students the teacher reported that the global flow of technology has helped them tremendously with regards to teaching the foreign exchange students. They shared that the communication was a key issue for them in teaching the foreign students but due to the rise of advanced translation softwares their task has become very easy. Moreover, everything in the classroom is being shifted to the digital world. Lawal Mohammad Anka shares a similar view that because of the technology's integration in classrooms is reshaping education delivery (Anka, 2019). Traditional methods are fading as programs, materials, and student work go digital. Teachers create materials electronically, and students submit work in digital formats, marking a significant shift in education delivery.

There is a talk about preserving one's own culture and norms whenever the topic of globalization is discussed. When the teachers were inquired about the preservation of traditional values of teaching and the norms of respect in our society when it comes to teaching the international students or teaching in a globalized world almost all of them shared that are very strict on the discipline. The teachers told that they tell every student about what their expectations would be when it comes to discipline and how they are supposed to behave. The teachers shared that try to tell the students that this is something that is integral to our culture. With regards to these particular responses there was no literature that I came

across which discussed the preservation of culture in the Pakistani context with regards to global education.

How a teacher makes the students feel included can have a positive or negative effect on how the student's perform. When the students feel that they are included in the class they feel that it is easier for them to integrate with others and not just academically but also socially and culturally. The teachers who were a part of this study employed a number of ways to make the students feel more included and at home. The teachers shared that they give extra attention to the needs of the foreign students and not only that but they also put in extra time to learn about their cultures so that they can give cultural specific examples to them which in their opinion will enhance their learning capabilities. The teachers shared that they try to the best of their abilities to be more vocal about their needs and they engage with these students not just academically but also in their extra-curricular activities and events.

With regards to these findings, Tinto has emphasized the importance of creating an inclusive learning environment (Tinto, 1993). Berry and Ward, Bochner, and Furnham (Berry, 1997; Furnham, 2020) have written that the international students have a lot of psychological stress on them and to overcome the challenges they need constant reassurance from their teachers and the teachers can also help them in feeling more included in the class. There was no literature found that shared insights with regards to engagement of the international students outside of class by the teachers.

When it came to how the teachers viewed the future of globalization, most of the teachers shared that the future of globalization looks bright and positive. They noted that the continued globalization and the increasing rate of cultural as well as academic exchange will have positive effects on not just the education sector but our society as a whole because we will become more open and understanding towards others. In this regard Scott and also Wende both have written that the higher education institutions are the key agents of globalization and as the time moves on globalization will continue to affect the realm of education for better or for worse (Scott, 2000; Wende, 2007).

Where one thing has a positive aspect, on the other side it also has negative aspects too. Globalization has certainly brought with it global technologies but where these technologies are providing us with huge opportunities and advantages in the realm of education, there are certainly some drawbacks to it too. Some of the teachers who were a part of this study shared that although their lives have been improved due to the influx of

technologies and their teaching practices have improved at the same time, still, due to the spread of different AI softwares that the teachers told that the overall learning of the students has gone down and because the students are relying heavily on the AI softwares they will not be able to have any relevant skill required in the real world. Although Castells warns of a potential "knowledge gap" between the "information rich" and "information poor" (Castells, 1996) and this highlights the need for a balanced approach to ensure technology empowers all learners but during the review of literature I could not come across any piece of literature that specifically addresses the negative effects of technology influx due to globalization especially with regards to the exchange of students internationally.

In the last five decades, the global educational landscape has undergone a profound transformation, largely propelled by rapid globalization. This research underscores the positive influence of student exchange initiatives on both students and educators. Participants in these programs reported heightened cultural awareness and personal growth. Teachers instructing international students expressed satisfaction and enrichment from the experience, although they recognized the complexities of adjusting their teaching approaches to accommodate diverse learning preferences. The outcomes of this study add valuable insights to the on-going discourse on the intersection of globalization and education, emphasizing the significance of cross-cultural exchanges in equipping students and teachers for an interconnected global environment.

Chapter Seven

Summary, Conclusion, And Recommendations

7.1 Summary and Conclusion

The current chapter sums up the argument, conclusion, and recommendations for future research. The present study was aimed at exploring the experiences, challenges and the views regarding globalization of students and teachers who either study or teach in today's modern globalized world. Moreover, the current research endeavour was intended to explore what experiences the local and international students had when studying abroad and how they viewed those experiences and what views they held regarding globalization and from the perspective of the teachers what impacts the globalized education had on their teaching, how they incorporate the global perspectives and global students and what the future of globalization and education would look like.

The study was conducted in five premier higher education institutions of Islamabad, Pakistan which included universities like Bahria University, International Islamic University,

Quaid-i-Azam University, NUST University and Fast University. The study was designed under the course of certain research objectives including the exploration of lived experiences of students of International students' exchange programs. Another objective was to examine the role of globalization and transculturalism in giving shape to university education and their impact on International students' exchange programs. The third objective was to analyse the advantages and disadvantages of globalized education on the academic and social development of students participating in exchange programs. And lastly this study aimed to reveal the challenges and benefits faced by universities in managing and adapting to the diversification of the student body due to globalization and transculturalism. These four objectives were scrutinized and examined within the framework of two substantial key chapters in this research thesis.

In the first chapter of data analysis I have looked deep into the challenges that the local and international students face when it comes to their adjustment both socially and academically in a foreign country. It was revealed that almost all of the students at first had a mix of both excitement and fear but as the time passed their fear was alleviated and they became more comfortable with their foreign surroundings. Apart from a fee, all the students noted that they had faced academic challenges which included not being able to understand the grading or examination pattern or due to the language barriers they could not understand what the teachers were trying to communicating with them.

The students shared that they felt a lot of psychological stress by being in a new environment and they had felt repeated bouts of homesickness. The language barrier for students was another point of contention due to which they not only suffered academically but also had trouble getting their point across to their peers and teachers. The language barrier also posed as a hurdle for the students, who took part in this research, for a meaningful exchange of cultures in many cases.

When talking about the impact of globalization and how they view globalization, almost all of the student participants shared positive views regarding globalization and global education scenario. They told that globalization was a force for good and due to globalization many of their tasks have become easy. For instance many students shared that it has become much easier for them to access the global literature on any topic which helps them a lot in their relevant field of study while others shared that due to globalization they are now able to go on different student exchange programs and not just learn about different cultures but also

teach them about our own culture which helps not just them but the image of their country as well. The students reported that globalized education helped to eradicate the preconceived ideas they had regarding not just other people's cultures but also their religions as well.

Where almost all the students had positive things to say about globalization there were some students who also shared that even though globalization had many positive aspects there were also downsides to the global world. They told that due to the rapid rate of globalization, our own identities are being eroded and changed and even though we should be more open towards others but that does not mean that we should start to adopt everything in the name of globalization and modernity.

The students also shared their opinions regarding the concept of being a global citizen and they were mostly positive and optimistic when it came to the concept of being a global citizen and talking about the different aspects of global citizenship they shared that in order for them to succeed in today's educational landscape they have to think like global citizens and for them to understand how the world works they need to intermingle with people of other cultures and moreover, understand and learn about their challenges. The students also noted that by being global citizens they can not only forge new connections with other people but also this thing will help them in securing better jobs in the global job market. A few students also felt that before becoming a global citizen they should first try and address the issues of their own country.

When inquired about the experience of cross cultural collaboration, all the respondents answered positively. The respondents shared that due to the collaboration with students from different countries and diverse cultures they learned valuable lessons and their horizon broadened in terms of solving different academic tasks. The students shared that by working on different problem solving methods along with students from other cultures they learned how they could be more efficient in their studies. When it came to collaborating on things other than studies, the students shared that they had learned a lot about the other culture which helped them in being more understanding and accepting of the values and traditions from other cultures.

In terms of suggestions, most of the students had a similar complain about issue of not being able to comprehend the language and said that there should be more effort by the teachers when it comes to bridging the communication gap. Another suggestion that the students made was that the universities need to be clearer about their academic expectations

because this leads the students to perform poorly in terms of their studies. The students who took part in the study also shared that more cultural activities should be allowed by the universities where the university management does not get involved because then there is a formal vibe to the whole event and the students cannot fully enjoy and talk to each other because of which the cultural exchange between the students is not meaningful.

The teachers who were a part of this study were asked about their perceptions regarding globalization and in what ways has the globalization impacted not just their thinking but also their teaching. They were also inquired about the challenges they face when teaching the international students and how they engage these students both inside and outside the class. Moreover, these teachers were also asked to share their opinions about what they think the future of globalization and education will be.

When asked about how their thinking has changed and how their teaching has been impacted in the overall sense due to globalization, almost all of the teachers shared that teaching international students has broadened their horizon and they have become more aware of the different cultures and religious values. The teachers said that globalization has also provided them with access to technology which has made their lives easier as a teacher. Moreover, the teachers said that they have to change and constantly update the way they teach not just the international but also the local students. Some of the teachers also noted that their jobs have somewhat become more challenging because they have to work much harder and teach the students how to excel not just academically but also in life. Most of the teachers told that there is an expectation from them that they have to become more culturally competent.

The teachers who took part in this study were of the view that due to globalization the students' expectations from them have evolved. The students demand more not just in terms of facilities but also in terms of the overall course content. The teachers also shared that some of the international students are under the impression that they can do whatever they want and their actions will not have any consequences but at the same time they also said that most of the international students are very well behaved. Almost all of the teachers shared that due to the accessibility of different softwares it has become easier for them to communicate with the international students and learn about their cultures easily.

All the teachers reported that they have to be extra sensitive and attentive to the needs of the international students. The two main factors reported by the teachers for doing so were

that they were specially instructed by the university administration and that the international students were very weak academically and they did not want any of their students to fail. While all of the teachers shared that they learn about the cultures and norms of the international students in their class, two teachers also reported that they have learned foreign languages in order to communicate and engage with the international students in a better way. The teachers shared different patterns of engaging the international students like asking them questions again and again or encouraging them to speak up more in the class.

The teachers who partook in the research shared that they try to encourage the students to participate in different activities outside of class and go on different trips together with their class fellows. Four teachers told that they inform the CR of their class to make sure that the international students are included in every activity and the other students should keep the international students together with them when going for any gathering with university friends. Only three teachers shared that they do not engage with the international students in any activity outside of class.

While talking about the future of globalization and education almost all of the teachers shared that in the future, globalization will continue to bear positive results in the realm of education and the influx of different ideas, students and their cultures will certainly have a positive impact on the local students, the teachers and the whole education system as well. The teachers shared that the local students will have more and more opportunities and they will be more open minded and accepting of other people and their cultures. While the teachers were mainly positive and hopeful regarding the future of globalization and education two of the teachers also shared their scepticism. They were of the view that even though globalization has a positive side still, the influx of the technologies and ideas needs to be monitored because in their opinion it can cause harm in the longer run.

This anthropological study, through its comprehensive examination of the lived experiences of Pakistani students abroad, international students in Pakistan, and the educators who guide them, has provided invaluable insights into the intricate interplay between globalization and education within the context of foreign student exchange programs in Pakistan.

The findings illuminate the multifaceted benefits of these programs, highlighting their potential to foster personal growth, intercultural exchange, and academic enrichment. Exposure to diverse perspectives, broadening of horizons, and acquisition of essential skills

equip participants to navigate and thrive in our increasingly interconnected world. In the specific context of Pakistan, these programs hold the promise of fostering greater understanding and collaboration between Pakistan and other nations, contributing to intercultural dialogue and promoting global peace and prosperity.

However, the study also sheds light on the complexities and inequities inherent within these programs. Issues of access, affordability, and cultural adjustment can pose significant barriers for students, particularly those from less privileged backgrounds.

Therefore, as Pakistan continues to engage with the globalized world through student exchange programs, it is imperative to address these challenges head-on. Ensuring equitable access to these opportunities, promoting cultural sensitivity and inclusivity, and nurturing a critical dialogue about the goals and methods of education are crucial steps in harnessing the power of foreign student exchange programs to create a more unprejudiced and unbiased global society.

7.2 Limitations of the Study

It is crucial to meticulously assess the study's constraints, as it offers valuable and inferential suggestions for researchers and readers to undertake and shape their future research meaningfully. The limitations of the study sow seeds in the desired research area that may sprout into fruitful endeavours. While this research offers valuable insights into foreign student exchange programs within Pakistan, certain limitations must be acknowledged. Accessing participants at NUML University proved challenging, despite presenting a reference letter and clarifying the research objectives. This limited the breadth of data collected, potentially impacting the generalizability of findings. Furthermore, the study focused on a limited sample of five universities, restricting its applicability to the broader landscape of such programs in Pakistan. Ideally, data from a larger and more geographically diverse selection of universities would strengthen the study's validity and allow for more comprehensive conclusions. I was also declined access to statistical data on the international students from the universities where I had conducted research. This data would have been instrumental in getting a deeper understanding about the influx of international students to Pakistani universities. Additionally, gaining access to the female side of International Islamic University proved difficult, hindering the inclusion of valuable perspectives from female students and teachers. Another major limitation for this study was that my request to interview the university management was denied at all of the universities I had selected

which has led to the omission of their valuable perspective in terms of this study. Finally, several faculty members across various universities declined to participate, potentially leading to the omission of crucial insights. These limitations highlight the potential for bias and underscore the need for future research to address the challenges of access, diversity, and representation within this field.

7.3 Recommendations for Future Research

To maximize the positive impact of foreign student exchange programs in Pakistan, a concerted effort is required from various stakeholders, including universities, policymakers, educators, and students.

Universities can play a pivotal role by implementing transparent guidelines for approvals and providing clear justifications for denials which will foster a more welcoming environment for foreign students. Additionally, actively recruiting international students from diverse backgrounds and implementing strategies to ensure equitable access for Pakistani students will promote inclusivity and diversity within exchange programs. Furthermore, universities should allocate adequate resources to develop comprehensive support systems for both international and Pakistani students, addressing challenges related to language barriers, academic integration, cultural adjustment, and mental health. Regularly evaluating the effectiveness of exchange programs, incorporating feedback from participants, and investing in program evaluation and assessment will allow for continuous improvement and address emerging challenges. Finally, universities should foster research and collaboration by partnering with researchers to conduct studies on the impact of exchange programs and actively sharing best practices with other institutions.

Policymakers can contribute by increasing funding allocation to support high-quality exchange programs, including scholarships, travel grants, and living expenses for both Pakistani and international students. Streamlining administrative procedures and simplifying visa application processes will reduce bureaucratic hurdles and encourage international participation. Additionally, developing clear national guidelines and standards for exchange programs will ensure quality, consistency, and alignment with national educational goals. Prioritizing research and knowledge exchange through establishing national research networks and platforms will facilitate knowledge dissemination and promote collaboration between countries. Integrating intercultural understanding into curricula and training

programs for educators and students will equip them with the necessary knowledge and skills to navigate diverse cultural contexts effectively.

Educators can enhance their intercultural competence through professional development programs that equip them with the skills and knowledge to understand and appreciate diverse cultures and perspectives. Cultivating inclusive learning environments that are welcoming to students from all backgrounds and adapting teaching methods to cater to diverse learning styles, cultural expectations, and individual needs will foster a positive and supportive learning environment for all participants. Encouraging students to critically reflect on their own cultural assumptions and engage in meaningful dialogue with peers from different backgrounds will promote intercultural empathy and critical thinking skills. Utilizing technology to facilitate collaboration and communication between students participating in exchange programs will enhance their learning experience and promote international understanding. Finally, acting as cultural ambassadors by sharing their own cultural knowledge and experiences with international students will foster intercultural exchange and create a more welcoming and inclusive campus environment.

Students can maximize their exchange experience by embracing new opportunities with an open mind and willingness to learn about different cultures. Actively participating in program activities and challenging personal assumptions will broaden their horizons and contribute to personal growth. Seeking intercultural engagement through participation in cultural events, workshops, social gatherings, and community service initiatives will provide opportunities to connect with students from other countries, build meaningful relationships, and promote mutual understanding. Prioritizing the development of language skills will enhance communication and understanding with people from different cultures. Upon returning to their home countries, students can utilize their experiences and knowledge to become active global citizens, engaging in advocacy efforts and initiatives that promote peace, tolerance, and global interconnectedness. Documenting their experiences through journaling, photography, or other creative outlets will allow them to reflect on their learning journey and share their insights with others, inspiring future generations to participate in exchange programs and contribute to a more interconnected world.

By collaboratively implementing these recommendations, universities, policymakers, educators, and students can work together to ensure the continued success and positive impact of foreign student exchange programs in Pakistan. These programs have the potential

to enrich the lives of individuals and communities worldwide, fostering intercultural understanding, promoting global citizenship, and shaping a more interconnected future.

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APPENDICES

Appendix 1 Interview questions for Pakistani students

1. There are so many other countries which one can go to as a student. What made you choose this particular country and scholarship program?
2. Can you describe your living arrangement in the host country?
3. Can you describe your initial feelings and experiences when you first arrived in a foreign country as a student?
4. What steps did you take to adapt to the new environment and culture?
5. What were some of the major challenges you faced while adjusting to living in a foreign country?
6. How did language barriers, if any, affect your experience as an international student?
7. As an international student, did you face any academic challenges? Please provide examples.
8. Has your university education been impacted in any way by globalization and transcultural experiences? If so, please share how."
9. In what ways do international student exchange programs impact the quality of education for international students participating in them?
10. Do you believe that the mix of global influences and exposure to different cultures at university helps or hinders your learning? Why?
11. How do you perceive global citizenship, and how important is it to you as a student?
12. Can you give examples of how the experience of studying in a foreign university contributed to your social development?

13. How has studying as an international student impacted your academic growth and progress?
14. In what ways did your whole experience help you develop socially and emotionally while studying over there?
15. How do diverse student populations affect the learning environment within universities due to globalization and transculturalism?
16. Can you share any instances where collaboration among students from different cultures led to new ideas or solutions in your educational experience?
17. How has being a foreign student enhanced your understanding of different cultures and perspectives within the university community?
18. What strategies would you recommend for universities to implement in order to foster a more meaningful cultural exchange and positive academic experiences for all students?
19. How can universities better support international students in their adjustment process to a new country and culture?
20. In your opinion, how crucial is it for universities to prioritize addressing language barriers for international students?
21. Can you provide examples of how your host university facilitated interaction and collaboration between local and international students?
22. How has your experience as an international student shaped your understanding of issues related to globalization, transculturalism, and global citizenship in higher education?
23. What resources or support did you receive from your host university during your time as an international student?
24. Looking back on your experience as an international student, are there any aspects you wish had been handled differently by the host university to improve your overall academic and social experience?
25. Can you share any memorable experiences or lessons learned from your time in the host university that has greatly influenced your perspective on global education?

Appendix 2 Interview Questions for International Students:

1. Can you please share your name
2. Which country and city are you from?

3. There are so many other countries which one can go to as a student. What made you choose Pakistan?
4. Can you describe your living arrangement in Pakistan?
5. Are you here on a scholarship or did you apply to this university by yourself?
6. Can you describe your initial feelings and experiences when you first arrived in the foreign country as a student?
7. What steps did you take to adapt to the new environment and culture?
8. What were some of the major challenges you faced while adjusting to living in a foreign country?
9. How did language barriers, if any, affect your experience as an international student?
10. As an international student, did you face any academic challenges? Please provide examples.
11. In your opinion how do you think your university education been impacted in any way by globalization and transculturalism?
12. In what ways do you think international student exchange programs or studying abroad for that matter impact the quality of education for international students participating in them?
13. Do you feel that globalization and transculturalism have a positive or negative effect on your ability to learn during your time at the university? Why?
14. How do you perceive global citizenship, and how important is it to you as a student?
15. Can you give examples of how your being an international student has contributed to your social development?
16. How has studying as an international student in a foreign university impacted your academic growth and progress?
17. In what ways did your whole experience helped you develop emotionally while studying abroad?
18. How do diverse student populations affect the learning environment within universities due to globalization and transculturalism?
19. Can you share any instances where collaboration among students from different cultures led to new ideas or solutions in your educational experience?
20. How has studying in a foreign university enhanced your understanding of different cultures and perspectives within the university community?

21. What strategies would you recommend for universities to implement in order to foster a more meaningful cultural exchange and positive academic experiences for all students?
22. How can universities better support international students in their adjustment process to a new country and culture?
23. In your opinion, how crucial is it for universities to prioritize addressing language barriers for international students?
24. Can you provide examples of how your university facilitated interaction and collaboration between local and international students?
25. How has your experience as an international student shaped your understanding of issues related to globalization, transculturalism, and global citizenship in higher education?
26. What resources or support did you receive from your university during your time as an international student?
27. Looking back on your experience as an international student, are there any aspects you wish had been handled differently by your university to improve your overall academic and social experience?
28. Can you share any memorable experiences or lessons learned from your time in the exchange program that have greatly influenced your perspective on global education?

Appendix 3 Interview Questions for Teachers:

1. Can you please share your name?
2. How long have you been teaching and when did you join this university?
3. Which subject do you specialize in?
4. Can you tell me how globalization has impacted your teaching methods?
5. How do you change your teaching methods for students from other countries?
6. What challenges do you face while teaching foreign exchange students and how do you overcome them?
7. How do you incorporate aspects of the International students' cultures into your lectures to promote understanding between different cultures?
8. What are some positive things you see when new ideas and cultures are shared in class?

9. Do you think your students' views about the world change after interacting with students from other countries?
10. How do you help the local students get ready to meet and work with students from other countries?
11. What role do you think the university administration plays in supporting the inclusion of international students and promoting transculturalism on campus?
12. In your opinion how do foreign exchange students make your university more diverse and interesting?
13. How do you help international students feel welcome and included in your classroom?
14. How has technology changed how we see the world and diverse people in it?
15. Do foreign exchange programs have a long-lasting effect on both international and local students? Why or why not?
16. How do university exchange programs help Pakistani students learn about other cultures and vice versa?
17. Have there been cultural misunderstandings or other issues among students? If so, how were they resolved?
18. Do you work with other teachers to talk about how to teach international students well? If so, how has it helped you teach better?
19. In your opinion how can we make university education in Pakistan more inclusive of different cultures?
20. Why is it important for local students to learn from and interact with international students today? How can they do this better?
21. How do you balance preserving traditional Pakistani educational values while also incorporating global trends and perspectives in your classroom?
22. How have international students' expectations and needs changed in recent years, and how has this affected how you teach?
23. What measures does your institution take to address the language barriers that foreign exchange students face?
24. How do you help international students learn about and adjust to your culture outside of class?
25. How will globalization affect international student exchange programs and university education in the future?

Salman

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