

Student Mobility and Openness

Boston University (USA)

Boston University Marine Semester

Boston University strives to prepare our graduates for top jobs in marine science and for positions in elite graduate programs. In Fall 2020, the university marked the 35th anniversary of the Marine Semester. This often transformative experience immerses students in faculty research and exposes them to pressing issues impacting marine ecosystems. Boston University aims to increase marine literacy and contribute to the worldwide effort to preserve and protect threatened marine ecosystems and sustainably manage critical marine resources. The BU Marine Program includes courses and faculty from both Biology and Earth & Environment. Coursework for the program will take students from the Boston waterfront to the deck of a NOAA research vessel plying the waters of Massachusetts Bay, from New England's urban wetlands to the crystal clear waters along the MesoAmerican Barrier Reef. As one of the premiere marine programs in the country, BU offers the chance to participate in an interdisciplinary hands-on curriculum taught by leading BU faculty and in collaboration with internationally renowned marine institutions with whom we are Academic Partners, including the New England Aquarium, the Stellwagen Bank National Marine Sanctuary, and the University of Belize. The Major curriculum is interdisciplinary, combining courses offered through the Marine Program, Biology, and Earth & Environment.

Abdullah Gul University (Türkiye)

Youth Friendly University Model (AGU Youth Factory – Innovative Youth Mobility & Training Opportunities)

Abdullah Gul University (AGU), the first Turkish Public University supported by a philanthropic foundation (AGUV), provides AGU Youth Factory program. AYF, as the name suggests, is designed to create trainings, methods and outputs that completely target young people and youth workers. AYF designs training courses on different topics related to current global challenges with non-formal education tools and approaches. In addition to these training activities, AYF gives young individuals the opportunity to contribute to society through voluntary activities. AYF is accredited by the National Agency for European Solidarity Corps. AYF provides a wide range of mobility activities to young people in the community. While AGU students can participate in usual academic mobility activities (student exchange programs, summer programs, internships, study visit, etc.), all young people willing to widen their horizons and improve themselves as well as our global society, can also join funded-youth mobility programs such as youth exchanges, international volunteering, trainings, networking programs, etc. AGU, via AGU Youth Factory (AYF), is tackling major global

issues such as youth unemployment, which has grown in prominence on national and global development agendas due to recent global sanitary, economic/financial and demographic crises as well as the ongoing COVID-19 pandemic. Youth employment challenges affect countries worldwide regardless of their stage of socio-economic development. The underlying problems are the large number of young people entering the labor markets every year, the lack of employment opportunities, and the insufficient quality of education and training without a proper link to the labor markets

National University of Singapore (Singapore)

Innovative Program for Student Mobility and Openness

NUS' education is defined by its rigour and differentiated by its distinctive global programmes which aim to develop students into global citizens with an understanding of the multiplicities and complexities of the world, who appreciate and have empathy for others and their lives, and realize and celebrate the benefits of diversity and difference. There is evidence that a study abroad experience develops interpersonal skills, trans-national competencies and cultural intelligence, as well as improves employment prospects and outcomes. To enhance the transformative educational experience that will prepare NUS graduates for a fast changing, globalizing world, NUS also offers a myriad of long term and short term global programmes: Overseas colleges, Student Exchange Programme, joint degree programme, internships, research attachment, etc. Through collaborations with renowned partner universities to set up schools & programmes here, NUS students are provided with opportunities for a global experience and exposure right here "at home". Through strategic collaborations with our global partners and active participation in global networks, NUS is able to offer diverse and enriching global education, research and entrepreneurial programmes. Students have the opportunity to gain valuable cross cultural experience and develop a strong appreciation of global issues alongside perspectives from Asia. Faculty are well-connected with other globally-oriented colleagues around the world, collaborating in educational and research activities that cannot be achieved with the same effects in one location.

Seoul National University (Korea, Rep.)

Student-directed Field Practice with Voluntary Activities

Hands-on training opportunity provided by the College was not sufficiently diverse to meet the needs of veterinary senior students. The College of Veterinary Medicine, Seoul National University (SNU CVM) learned that students could enhance and practice field skills through different voluntary activities. Thus, SNU CVM is continuing to expand voluntary activities of the SNU CVM with students to increase hands-on training opportunities. Consequently, in 2021, SNU CVM has made its own Veterinary Volunteer Corps (VVC). The clinical rotation is 52 weeks long training program offered to

senior veterinary students. Out of the 52 weeks, students attend the core clinical training program of 26 weeks provided by the college. Students can choose to partake in different training opportunities in various fields such as clinical, research, industrial, and administrative programs, provided within and out of the College. Students can even partake in training opportunities in other countries. The student must apply for a self-directed field practice program held outside of the College, in which the college board evaluates each training program and the ability of the supervising veterinarians before approving the course. Students develop their own curriculum by themselves for the field practice according to their career plan. The College plays as an interface between the students and the preceptors and supervisors for quality assurance. The key point is that the students of SNU CVM become skillful veterinarians when more students take part in the field practice and voluntary activities with more chances of clinical cases. Field training programs are usually developed and provided by professors but cannot meet all the needs for each student due to varied future career plan. In this system, students can design their own field practice programs according to their career plan.

Peking University (China)

Guanghua School of Management Exchange Program

The School of Management carries its rich legacy and tradition of academic excellence. The school will help students have an academically and personally rewarding experience in China and New York. The Education Abroad Program (EAP) of the University has been created to further the internationalization of the University. By providing opportunities of studies or research at foreign institutions, and by attracting international students from abroad, EAP enables both University students and foreign students to broaden their international horizons as they travel, study, research, or intern overseas. The Office of International Relations (OIR) is about to create a special Division responsible for all such programs very soon. Its ultimate goal is to contribute to the development of the University into a world-class university by implementing part of its internationalization strategy. Guanghua typically receives around 200 exchange students from our partner institutions every year. These students represent over 100 of the world's best business schools in 29 countries/regions around the world. Through the exchange programs, people of different colors interact on our campus, exchanging ideas and learning different cultures. By hosting them, the campus becomes more internationalized. Being an important part of the overseas programs of the University, such programs help the students pursue academic excellence and broaden international horizons. By promoting the internationalization of academic exchanges, they also contribute to the University's internationalization, which helps it develop into a world-class university.

Flinders University (Australia)

Bachelor of International Relations and Political Science

International relations and political science are a degree for students with an interest in political and social questions that arise where they live and overseas. The degree provides the students with practical experience that prepares them for the workforce. Students will build international professional network with overseas study. Students gain international perspectives first-hand through international exchange links and internship opportunities. Students get practical experience through industry placements and meet professionals working on current international ventures. They learn a new language by selecting language topics and undertake research training pathways. This degree provides students with skills which are in high demand across many sectors. Today's employers are seeking graduates who can lead, analyze and pre-empt movements within the political arena. As well as specific skills, the students will develop enhanced general skills relevant to many jobs. Our graduates are employed in areas including international government and non-government organizations, diplomacy, foreign affairs, social analysis, journalism, research, management, the parliamentary sector, defense, intelligence, foreign aid, humanitarian services, politics, education, language services and media. The program provides for work integrated learning, integrates industry into the teaching practice, enhances learning and application of discipline specific foreign policy knowledge, promotes the development of graduates' professional competencies and specific skills within a disciplinary context, and also creates the opportunity to experience a strategic recruitment method used by graduate recruiters relevant to this discipline.

Hankuk University of Foreign Studies (Korea, Rep.)

Program for Raising Awareness of Inclusion for a Super-Smart Society Through Cooperation Among Universities in Asia

In an intelligent society, it is expected that social issues will be solved through digital innovation. In order to create innovation and new value, it is necessary to collaborate with diverse human resources from different backgrounds with diverse attributes (i.e., nationality, language, religion, gender, or ability).

HUFS creates an environment where students can challenge higher level programs by establishing a systematic program. HUFS implements the following four exchange programs.

P1 - COIL-type Collaborative Education Program (1-2 months): The program consists of (1) lectures on the course theme, (2) group work including ice-breakers, and (3) group presentations on Project Based Learning (PBL).

P2 - Short-term Study Abroad Program (1-2 weeks): 15 students will be dispatched to East Asia and another 15 to Southeast Asia.

P3 - Summer School "Inclusive Asia" (1 week): A summer school titled "Inclusive Asia" will be held for about one week.

P4 - Semester Exchange Program: Students approach Diversity and Inclusion from their own specialty at the host university.

In order to foster an inclusive mindset, which is necessary when working with people with diverse backgrounds and attributes, educational programs that make it possible to enhance "competency in working with others" will be provided. HUFs provides a hybrid international education program that combines online and on-campus education programs using ICT. HUFs systematically offers tiered study abroad programs such as COIL-type collaborative learning, a short-term study abroad program, summer school and a semester abroad program, to create an environment where students can challenge themselves with higher level programs.

Northern Arizona University (USA)

Interdisciplinary Global Programs

The University's award-winning Interdisciplinary Global Programs combine a degree in a STEM field, business, or hospitality with language and culture studies to give a truly revolutionary education. Students will graduate with two degrees in five years, including a year abroad completely immersed in a culture. By incorporating an international element to studies, students will bring an important perspective to everything they do. IGP students study abroad in their fourth year of study in one of the following countries: Chile, Argentina, Japan, Germany, Morocco, Mexico, Spain, France, China. IGP enables students to combine a degree with STEM or Business with one in language or cultural studies. Eligible STEM or Business degrees include any majors that can be found within the The College of Engineering, Informatics, and Applied Sciences, The College of the Environment, Forestry, and Natural Sciences, and The W. A. Franke College of Business. Global career starts in this program. Students will graduate with two degrees in five years, including a year abroad completely immersed in a culture. The graduates develop mastery in our 5 competency areas through a strategic combination of skills development workshops, events, and academics, then put it all together while abroad. The University's Interdisciplinary Global Programs students live our values everyday.

Trinity College (USA)

Study Away in Cape Town

First established in 1998, Study Away in Cape Town provides students with the opportunity to spend a semester or year in this fascinating city while studying at prestigious local universities. Study Away in Cape Town is run in partnership with ISA. So, while there are typically 6-12 Trinity

students each semester, there are around 20 other students from schools across the country who are studying abroad on the program through ISA. All students take a Trinity core course, "Imagining South Africa," complete a community engagement internship and take remaining courses at a prestigious South African university. This course is intended to provide an interdisciplinary context for your experience in South Africa. The goal is to systematically relate your personal experience in South Africa with your experiences in the United States in general and at the college in particular. The focus will therefore be comparative. While study abroad programs are great for gaining a global education, few offer students the opportunity to acquire real-world work experience. For those looking to attain internship experience and make a difference in a local community, the Study Away in Cape Town study abroad program is a great fit. Trinity College believes that a meaningful education involves many perspectives. So, if students want to see the world from another angle—literally—the college will help students do just that. The college also connect students with a wide range of approved external programs to meet their educational interests in every corner of the globe.

Beijing Normal University (China)

Chinese Culture Studies Program for Global Young Scholar 2021

Beijing Normal University is a public research university located in Beijing, China, with a strong emphasis on humanities and sciences. Beijing Normal University has a program titled Chinese Culture Studies Program for Global Young Scholar 2021. The international Sinology Youth Workshop "The idea of communality in the perspective of Chinese philosophy" was held in the program.

The program includes following: (1) Academic lecture: Lectures delivered by experts, including Scholar comments and Q&A sessions (2) Academic dialogue: One scholar as the host, and a number of experts carry on a dialogue about the sub-theme of the program (3) Group discussion: Participants will be divided into study groups according to the study theme, and the academic tutor will provide specific guidance for the participants (4) Students debate: Participants will debate on two topics in groups on the last day of the course , and will be commented by experts at the end of the debate

Scholars in Beijing was invited to teach on-site, and international students from universities inside Beijing was also invited to participate on-site under the condition of complying with the pandemic prevention policy of Beijing. Members of International Confucian Association from BN University and other famous universities in China or abroad to form a professional team of teachers and tutors.

Kansai University (Japan)

Institute for Innovative Global Education (IIGE) Platform as a Gateway to Global Careers for Students

Kansai University launches the Institute for Innovative Global Education (IIGE) platform to nurture students with global career mindsets to plan their own careers as active members of the global workforce of the 21st century. The IIGE platform evolved from the Collaborative Online International Learning (COIL) teaching method. In COIL-based teaching, students use information and communication technology to connect them with their counterparts in other countries. One of the ultimate goals of IIGE is to nurture students with global career mindsets. The experience with COIL education has shown that many students who finish the COIL projects eventually plan their own career tracks with global perspectives. The IIGE is a gateway to global careers. In COIL-based teaching, we use information and communication technology to connect students at the University with their counterparts in other countries. COIL aims to encourage students to pursue collaborative projects that are designed to instill wide ranging skills such as management and international communication. Their COIL Plus program includes short visits abroad for students at partner universities. Notably, one of the strengths of the COIL approach is that students interact 'virtually' via the internet thereby giving thousands of students the opportunity to take part in projects. COIL is a cost-efficient way for many students to work on international projects and the approach overcomes differences in term times and curricula between universities in Japan and the US.

Chungwoon University (Korea, Rep.)

Social Service LiFE College

There is Social Service LiFE College in Chungwoon University. LiFE College is a college nurturing specialists in social service to contribute to regional development for adult learners supporting post-university learning and enabling high-quality higher education while working.

LiFE (Lifelong education at universities for the Future of Education) is a project created to support post-university learning-friendly environment and to promote internalization so that adult learners have access to high-quality higher education while working. Followings are the key points of LiFE project: (1) Adult learners-customized curriculum of body, mind and brain, balancing liberal arts contents, major and non-course classes (e.g. Advanced learning of subject knowledge contents through practice in non-course classes) (2) Establishment of a flexible system and infrastructure by collecting opinions of current students, local residents, and faculty for adult learner-friendly education (3) Enabling adult learners to solve problems from multiple perspectives by providing access to intern and extern learning by establishing local network with other universities (4) Providing support and balanced learning counseling related to work and life of adult learners through the Adult Learning Support Center (employment, mentoring, etc.). Providing optimal one-stop counseling support from admission to graduation by managing counseling and support history

(good product system).

Florida Gulf Coast University (USA)

FGCU eSTEEM – Fulbright TEA Project 2022

Because FGCU is a relatively young university, opening its doors in 1997, it has throughout its brief history attracted faculty and staff with entrepreneurial spirits, who are excited by the prospect of creating new programs and initiatives that benefit students, the community, and advance their fields of study. Internationalization, or the deliberate effort to make a university better- resemble the wider world around it, has transformed the Higher Education landscape in the last few decades. As the university matures our international student population has grown to exceed 250 students in 2021. An even greater number of domestic students have traveled abroad from FGCU to take part in faculty-led study abroad programs, academic exchange programs, study tours, performance tours, and research activities. The international mobility of the university's students, staff, and faculty has become a key element in our plans for comprehensive internationalization. Availing of a grant program, the Fulbright Teaching Excellence and Achievement Program, (Fulbright/TEA) sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by IREX (International Research & Exchanges Board), FGCU presents a program entitled eSTEEM. The acronym reflects the manifold aims of the program to enhance Fulbright/TEA Fellows' teaching skills in English language, STEM subjects, and classroom technology—indicated here by the letter e.

Incheon National University (Korea, Rep.)

How we successfully supported inbound exchange students During COVID-19

Incheon National University campus was initially closed to students, but the staff remained operational on campus by supporting both faculty and students. The team had to continually conduct administrative activities, such as figuring out how to safely work meetings, run off-line events such as the graduation ceremony and the university entrance practical exam safely, and at the same time figure out how to reopen the campus safely.

Followings are some of the ways the Incheon University has curbed the spread of COVID-19: (1) Partially opening campus to staff and a limited number of students (2) Opening limited number of face-to-face lectures and labs (3) Running online events instead of face-to-face on campus events

The faculty was forced to experiment with new ways to interact with and teach students. Although most faculty members moved to the online platform with ease, some who were not tech-oriented initially had difficulties with the move but eventually adjusted and even developed creative ways to teach and assess student knowledge. It is in these times; the university has responded in accordance to protect the staff, faculty, and student's health as well as try and bring some normality

to our lives while at the same time to help and assist students and faculty in continuing to educate students and benefit from online learning.

Badr University in Cairo (Egypt)

Student mobility and openness

In recent years, virtual mobility has emerged as an innovative way of connecting students in a multicultural, international learning environment without anyone having to go abroad. The primary benefit of virtual mobility is that because of its low cost compared with physical mobility, it is accessible to more students. It also provides a classroom experience that sets students up for a job market in which companies are increasingly working in more global and virtual collaborative settings. For these reasons, virtual mobility has the potential to be an important aspect of the internationalization strategies of higher education institutions. BUC Schools has many programs in Virtual and Physical mobility. The most traditional mobility programs are inviting students to spend one semester or one month in one of the European Universities. Our new approach is the affiliation with international universities to have online lectures or mobility program then the student will be certified from both Universities (dual certificate). For example: they joined E-campus University in Italy through an online study in addition to their study in BUC (face-to-face lectures). New branch of BUC will be located in Badr City (2021-2024 under construction). It will offer innovative programs, which will enrich and extend the university curriculum to prepare students for the challenges of an increasingly complex world

Hamburger University (USA)

McDonald's University's global campuses

McDonald's University began as a small training seminar held within a McDonald's location in the early 1960s has grown to become the gold standard of corporate training facilities, headquartered in a sprawling campus outside Chicago. At the time of their establishment, McDonald's was the first restaurant company to offer a global training program in the world. After growing from humble beginnings, today, the University has eight international campuses. McDonald's maintains an array of working partnerships with accredited colleges and universities. In many countries, including the USA, attendance and completion of our curricula will translate into accreditation towards a higher education degree or a nationally recognized certification level. For example, our programs in the USA help managers receive college credits which are transferable for completion. In countries like the UK or Australia, they can receive certification towards a nationally recognized qualification. Not only did the University evolve far beyond its humble beginnings in a restaurant basement, the concept has also expanded into other parts of the world. In fact, a 2011 article in Bloomberg listed the various international University campuses, including one in Tokyo

(which is housed within a skyscraper) that opened in 1972, and another in Munich, launched in 1982. Aside from Munich, there are also campuses in Tokyo, Illinois, London, Sydney, São Paulo, Shanghai, and Moscow.

Seoul School of Integrated Sciences and Technologies (Korea, Rep.)

Real Global Ph.D. program with a global curriculum and granting the DBA/Ph.D. dual degree

Seoul School of Integrated Sciences and Technologies have developed a collaborative international program with Business School Lausanne in Switzerland (BSL) and Franklin University Switzerland (FUS) to allow Ph.D. candidates to first complete a traditional academic research project; second, apply the insights and models from their theoretical research to design practical methods and tools for solving critical, complex business problems; and finally, to test and evaluate these new techniques at an industry-wide level in a global context. In the first section of the Ph.D. program, candidates complete traditional research methodology and statistics courses which provide a foundation for candidates to complete advanced academic research. In the second section, instead of offering standard courses covering general business administration topics, candidates complete holistic-oriented courses. This allows our candidates who usually have more than ten years of professional experience to study business administration from a broader systems perspective. Some courses in this section also focus specifically on international business management and global issues. In the third section, candidates' complete courses focused on innovation, entrepreneurship, and digital competencies. In the area of entrepreneurship, candidates study entrepreneurial thinking, new venture creation, entrepreneurial finance, sustainable business development, and so on. In the area of digital competencies, courses include e-commerce, blockchain, digital marketing, online consumer behavior, big data analytics, data mining, machine learning, artificial intelligence, and more.

Telkom University (Indonesia)

International Photography and Short Movie Festival 2021 (IPSMF 2021)

Telkom University held International Photography and Short Movie Festival 2021 (IPSMF 2021). Telkom University is the committee for the International Photography and Short Movie Festival 2021 (IPSMF 2021), a photography competition and short film with international standards which is 6th, held regularly once a year by Telkom University. 224 participants registered for the Photography General category, 129 participants for Photography Student, 669 participants for Short Movie General, 217 participants for Short Movie Student, with a total of 1239 participants participated in the 2021 IPSMF competition. Participants came from within and outside the country including Indonesia, Iran, India, Italy, United State, Brazil, and 62 other countries according to data taken at August 25, 2021. As the pandemic hits, IPSMF switch from offline event to hybrid event. The

committee tried to incorporate multimedia element to enhance the experience for the virtual attendance. Students in the preparation committee will experience both national and international engagement. Students start from preparing the event basic theme and the overall flow for the event. Students then start promoting both locally and internationally to seek participants. Students also organize a multimedia event to showcase the winner. Professors and university involve with people that engage the photography and short movie industry and its workers. Also, more understanding in what is going on in the field and industry.

University of International Business and Economics (China)

UIBE Overseas Confucius Institutes

As China's economy and exchanges with the world have seen rapid growth, there has also been a sharp increase in the world's demands for Chinese learning. Benefiting from the UK, France, Germany, and Spain's experience in promoting their national languages, China began its own exploration through establishing non-profit public institutions which aim to promote Chinese language and culture in foreign countries in 2004: these were given the name the Confucius Institute. Over recent years, the Confucius Institutes have become a platform for cultural exchanges between China and the world as well as a bridge reinforcing friendship and cooperation between China and the rest of the world and are much welcomed across the globe. Through the joint efforts of China and the Confucius Institute host countries in addition to the enthusiasm and active support of people all over the world, by the end of 2009, there have been 282 Confucius Institutes and 272 Confucius Classrooms established in 88 countries. UIBE offers nearly 40 different majors to overseas students, more than 10 of which are taught entirely in English. UIBE specializes in subjects such as economics, business management, international law and foreign (business) languages. UIBE is a multi-disciplinary and national key university with The Confucius Institute as an important window and bridge for reform and opening-up in education, and its various international branches were playing an important role in promoting cultural exchanges, mutual understanding of the peoples and economic and trade cooperation.

Monash University (Australia)

The Monash University Global Immersion Guarantee

The Global Immersion Guarantee (GIG) is designed to normalize transnational immersive education as the heart of excellent humanities and social sciences education. It capitalizes on the University's unique strengths by animating the physical Monash University global network and drawing on a deeply interdisciplinary curriculum. GIG is in the vanguard of experiential education, established by a Faculty that prioritizes double degrees to produce graduates that can thrive in increasingly uncertain times. The Monash University Arts Global Immersion Guarantee provides a

two-week overseas study experience for all first-year Bachelor of Arts (BA), Bachelor of Global Studies, Bachelor of Criminology, Bachelor of Media Communication, Bachelor of Music or Bachelor of Politics Philosophy and Economics students, with the costs of airfares, accommodation and local travel covered as part of the program. At the core of the program is experiential learning. We take students out of the classroom where they are gaining first-hand experience with local businesses, start-ups, NGOs, youth and sporting groups, international organizations and governments, leading the implementation of innovative, sustainable responses to the world's most pressing challenges. In-country, workshops and site visits build knowledge of the socio-political, historical and contemporary context of their chosen destination and its role in the region. During their field-based experience, students engage with different agencies where they learn first-hand how to design and implement innovative and sustainable solutions. GIG students will learn directly from prominent thought-leaders, innovators, local businesses/NGOs, alumni and youth groups.

Charles Darwin University (Australia)

Intensive Units

The growing complexity of environmental problems is creating a need for scientists with rigorous, interdisciplinary training in the environmental sciences. Field units and intensives are an excellent way for the students to develop their technical, practical and professional skills such as teamwork and cross-cultural communication. Students will gain cultural awareness and confidence in different community settings across a range of backgrounds, skills and experiences. The program will also emphasize ethical practice and leadership working in a cross-cultural environment. These units are an opportunity to improve students' professional profile with prospective employers as well as identifying any gaps in their education. For example, learning activities and assignments focus on sampling design, survey and monitoring in the field, and compilation and analyze of data. The exchange of experiences and ideas between those working in similar regions but in different parts of the globe will lead to the development of new approaches with the aim to overcome the logistical complexities imposed by these locations. Students will become leaders in the field of education of sustainable development in tropical remote regions. Students enrolled in science courses at other Australian Universities can enroll to undertake any of these units. The courses will be offered in different settings – field study, online course, etc. – and duration for each program.

Tarlac Agricultural University (Philippines)

Fostering Mental Well-Being amidst the COVID-19 Pandemic: Towards a Mentally Flourishing Community

Despite the alarming rise of mental health problems among Filipino due to the pandemic, there is scarcity of mental health facilities and mental health professionals in the country and mental

health services and facilities at the community level remain limited. The Tarlac Agricultural University (TAU) launched the program entitled "Fostering Mental Well-Being amidst the COVID-19 Pandemic" which aimed at providing services geared toward a mentally flourishing/healthy community. To attain the objectives of the program, several activities were undertaken such as mental health assessment, telecounseling, psychosocial support and critical incident stress debriefing. The program also included several webinars that touched on mental health-related topics such as fostering mental health awareness, coping with stress and anxiety amidst the COVID-19 pandemic, ending the stigma on mental health, green therapy and mental health awareness. The primary beneficiaries of the aforementioned activities were TAU students, alumni, parents, teaching, and non-teaching staff and the community as a whole. Activities of a wider scope were also undertaken such as volunteer work in the Central Luzon Volunteer Mental health professionals where the volunteers provided free online counseling to residents of Central Luzon, Philippines. Another engagement included a participation in Commission on Higher Education- Region III Bayanihan program where a talk about "Mental Health Support for Teachers" was facilitated by the group.

Morgan State University (USA)

The Second Year Experience

Morgan State University has implemented a Second Year Experience (SYE) program to enhance the educational experience of sophomore students. The SYE program is designed to engage and support students and help drive them to personal and academic success in the second year. The targeted population for this program is all returning first-year full-time students. This program is open to all returning freshmen who attend full-time during their sophomore year. Students choose to participate and design their Second Year Experience.

The program offers a wide range of experiential learning opportunities including study abroad, internships, community service, work study, research, job shadowing, leadership opportunities, conference attendance, and field trips. The program comprises three parts: (1) Explore: Students explore a variety of experiential learning opportunities with their SYE coach and complete an Experiential Learning Plan 1 (2) Engage: Students engage in their selected out-of-classroom experience and complete an Experiential Learning Plan 2. (3) Reflect: Students reflect on their experience by completing the Experiential Learning Plan 3.

The program is strengths based. Students take the Strengths Quest assessment which is based on research in positive Psychology. As a result, students' Second Year Experience is designed to enhance their strengths. Second Year Experience participants who complete all three Experiential Learning Plan components are approximately ten times more likely to be retained to their junior year than the overall University sophomore population.

Millsaps College (USA)

Living in Yucatan Research and Learning at Millsaps Yucatan Reserve

Students are passionate about making an impact and being truly global citizens. The Office of International Initiatives help students explore the opportunities They have to make the world as their classroom. College (and its non-profit organization Kaxil Kiuic) supports and operates a 4,500 acre tropical forest biocultural reserve in the heart of the Yucatán peninsula. The College Biocultural Reserve with its incredible biological and archaeological resources serves as a center for our Living In Yucatán Program, which offers courses in the study of archaeology, business, ecology, education, geology, history, literature, and socio-cultural anthropology. Because courses alternate by year so that students need to check the College Catalog for current year offerings. Students may return to Yucatán to take additional courses and may decide to participate in the ongoing archaeological and natural science research going on at the Reserve. Whether students choose to participate in one of our nationally award winning faculty led programs or a semester abroad with one of our direct exchange or study abroad partners, we are sure that they will find their international experience to be a powerful tool for understanding and appreciating today's world. Once they return, we can also support them as you learn to use your international experiences to set you apart in job searches and graduate school applications.

University of Vlora "Ismail Qemali" (Albania)

Internationalization and openness of Albanian Higher Education Institutions. Evidences of good practices from the University of Vlora

University of Vlora provides excellent and a wide variety of programs through the four Faculties (Faculty of Humanities, Faculty of Economy, Faculty of Technical and Nature Sciences, Faculty of public health) UV has defined internalization as one of the important points of its institutional development based on the Strategic Plan's line of Internationalization, International Strategy of the university and the history of the mobility's in the framework of Erasmus+. All the above-mentioned documents brought the creation of an internal regulation on International Credits Mobility's at University of Vlora, which was approved on 16/05/2018 by Senate decision no.19. This document was developed after long discussion and many meetings between, academic staff, students, and administrative staff. This regulation positions UV as the single one university in Albania that has an approved Erasmus + exchange mobility regulation for outgoing /incoming students and academic/administrative staff. Institutionalization of mobility's procedure has increased the number of international agreements expanding in this way the map of collaborations with the European program countries. UV has joint projects and exchange programs with some of the best universities in the world and very actively is trying to expand further such programs. According to the

representative of the European Commission for International Relations, University of Vlora "Ismail Qemali", is listed among the four Albanian universities which are evaluated as very active partners in terms of cooperation agreements in the ICM component.

Dalian Neusoft University of Information (China)

Research on the Cultivation Path of Managerial Digital Talents in Universities under the Background of Integration of Digital Economy and Real Economy

As the product of the fourth industrial revolution, digital technology is the core driving force of economic development in various countries. The integration of digital economy and real economy has become a key factor in the quality and resilience of economic development in various countries. Under this background, the digitalization of industrial economic development puts forward new requirements for the cultivation of managerial talents in colleges and universities, that is, compound digital managerial talents. The cultivation of management talents is no longer limited to the specialization in a certain field, but also needs digital compound talents matching with business and strategy. This project mainly studies the path of higher education for the training of management-oriented digital talents, constructs the training mechanism of management-oriented digital talents, helps to improve the quality of talent output in colleges and universities, promotes the deep integration of production and education, and provides guarantee for the reserve of management-oriented digital talents. Starting from the realistic needs of the development of digital economy and the realistic situation of personnel training in colleges and universities, this project discusses a new mode of integration of production, education and research for business majors in the digital economy era, with a view to cultivating high-quality compound innovative talents that meet the market demand for the society.

National Chi Nan University (Taiwan, China)

Enhancing Global Mobility and Caring – NCNU Department of International and Comparative Education Cross-Disciplinary Practice-Based Courses

In order to enhance the analytical, creative/imaginative, communication, and operational/execution skills required for international education work, the Department of International and Comparative Education (DICE) curriculum focuses on practice-based work abroad. Therefore, a set of cross-disciplinary practical courses combining international volunteer service and overseas internships was thus created. The Department's Cross-Disciplinary Practice-based Course is a practical course that applies what students have learned to their work. In order to build students' basic skills for practical work, the Department arranges for students to take the courses on culture and education of different countries. We also assist students in applying for scholarships from the Ministry of Education and the University for overseas volunteer services and internships. The

Department is also actively expanding its overseas volunteer and internship partner organizations. The Department's cross-disciplinary practical course is mainly combined with both international volunteer service and overseas internship. In response to the demand for international cultural and education talent under globalization, the Department has planned this cross-disciplinary practice-based program to enhance students' practical skills in international cultural and educational enterprises.

Washington State University (USA)

Virtual Study Abroad

Many students who were planning to join summer abroad programs this summer have had to scuttle their plans due to COVID-19. WSU offers opportunities for students to gain global experiences from home.

There are numerous virtual study abroad programs offered in WSU. The following are three of those programs: (1) AIFS: Global Courses Online/Take online courses from universities abroad/Choose just 1 course or several, up to a full course load/Mix and match courses from different universities with WSU courses (2) API: Global Select/Take online courses taught by international instructors from universities abroad/Choose just 1 course or several, up to a full course load/Mix and match courses from different universities with WSU courses (3) API: Virtual Short-Term Spanish Study with Universidad Veritas/Begin or enhance Spanish language skills by taking an intensive, month-long virtual session with Universidad Veritas in San José, Costa Rica/Earn 4 academic credits

The university offers many opportunities for WSU students to gain global experiences from home. The university offers a number of global learning opportunities virtually, including study, internships, and more. With travel restrictions and lockdowns in 2020, virtual study abroad programmes is how students can still experience what other countries and cultures have to offer. Students can get halfway across the world with just the click of a mouse and without leaving their house. Plus, virtual study abroad programmes are cheaper as students don't need to pay for flights, accommodation and other travel expenses.

Murdoch University (Australia)

International Study Options

Universities are a place of social and cultural transformation, a place where students encounter difference. At Murdoch University, 75 languages are spoken amongst the international student population and 91 languages are used amongst the Australian citizen students. So, LACE is designed to foster friendship and inclusion amongst the diverse language and cultural population of Murdoch

University Community. LACE is administered through the Equity and Social Inclusion Office of Murdoch University. Students become LACE members by filling out an online LACE registration form. Data such as country of origin, languages, area of study and interests is collated by the LACE Program Coordinator. This data helps match members with a LACE intercultural mentor. LACE intercultural mentors organizes for their group to meet up socially, go on excursions, picnics, share meals, cook international dishes together, practice English and/or another language they may be learning. Free Social English sessions are offered on a fortnightly basis. Intercultural mentors can also refer members to areas in the university should they need assistance.

LACE offers students the opportunity to: (1) Make friends from all around the world (2) Learn about language and culture (3) Develop culturally diverse connections (4) Develop English conversations skills and/or practice another language (s) (5) Develop cross-cultural understanding for their own personal and professional

Centrum PUCP Business School (Peru)

Collaborative Online International Learning

The University launches the Institute for Innovative Global Education (IIGE) platform to nurture students with global career mindsets to plan their own careers as active members of the global workforce of the 21st century. The IIGE platform evolved from the Collaborative Online International Learning (COIL) teaching method. In COIL-based teaching, students use information and communication technology to connect them with their counterparts in other countries. One of the ultimate goals of IIGE is to nurture students with global career mindsets. The experience with COIL education has shown that many students who finish the COIL projects eventually plan their own career tracks with global perspectives. The IIGE is a gateway to global careers. "The IIGE platform evolved from the Collaborative Online International Learning (COIL) teaching method that I launched at the University nearly four years ago," explains Professor Keiko Ikeda, Vice-Director, Center of International Education at the University and the University Coordinator for Global Network for COIL, State University of New York. "In COIL-based teaching, we use information and communication technology to connect students at the University with their counterparts in other countries. COIL aims to encourage students to pursue collaborative projects that are designed to instill wide ranging skills such as management and international communication." Their COIL Plus program includes short visits abroad for students at partner universities. Notably, one of the strengths of the COIL approach is that students interact 'virtually' via the internet thereby giving thousands of students the opportunity to take part in projects.

FEU Institute of Technology (Philippines)

International Innovation Exchange Program for FEU Tech Students and Faculty

Through their International Innovation Exchange Program (IIEP), FEU Tech continued promoting student mobility for innovation and inspiring students and faculty to build creative solutions for the consequences of the pandemic. IIEP gave crossing national borders a different meaning. FEU Tech believes that building a truly global perspective is the first step toward solving global challenges. FEU Institute of Technology (FEU Tech) in Manila, Philippines launched the International Innovation Exchange Program (IIEP) as part of their Student Mobility for Innovation campaign. This program carries three initiatives and uses the strengths and resources of each to propel IIEP– Study Abroad Program, Technofest, and other International Research Conferences, and Faculty Immersion and Collaborations. IIEP challenged their academic departments and students to become even more innovative and exploratory learners even during a pandemic. The Study Abroad Program is for graduating students who want to experience education in an international environment while learning a new language and immersing themselves fully in the culture of the host university's country. Technofest and International Conferences are open to both students and faculty members who desire to present their research and projects to a diverse, international audience. Technofest is exclusive to FEU Tech, a global convention that celebrates advancements in technology.

Seoul Institute of the Arts (Korea, Rep.)

CultureHub – Platform for Internationalization at Home

Seoul Institute of the Arts ('SeoulArts') established 'CultureHub' in major cultural cities around the world with locations in Korea, New York, Los Angeles, Italy, and Indonesia. CultureHub envisions a world where creativity has no boundaries and is dedicated to bringing artists together around the world to develop interdisciplinary, technologically informed, and socially engaged work that push the boundaries of creativity in search of new forms of art and expression. Through its programs, CultureHub provides an educational environment that is both creative and global and a collaborative space for interdisciplinary work that preserves traditional Korean culture in new forms. Due to the pandemic, international travel has become nearly impossible, yet the world is becoming increasingly smaller in the digital online world. Global, international and intercultural (GII) competencies are crucial for our students to successfully step out into the future. CultureHub has enabled Internationalization at Home (IaH) programs for a more innovative arts education. CultureHub was established in 2009 by SeoulArts in partnership with the La MaMa Experimental Theatre Club, a Tony-winning theatre, and was incorporated as a Not-For-Profit Organization, based in New York City. SeoulArts' partnership with La MaMa enables CultureHub to better pursue the core tenants of its educational and artistic mission.

Soran University (Iraq)

Building Global Citizenship and Leader Among Kurdistan-Iraq Youth: Model United Nations 2021

Soran University is co-hosting Iraq's first Model UN conference. The conference will serve as the launching point for spreading Model UN across the country. Through such initiative, Soran University will innovate the educational reality on ground through encouraging students' learning beyond the classroom. Soran will partner with US universities to introduce global citizenship and leadership modules to Iraqi universities and provide capacity building training for faculty. The Project aims to innovate the education reality in Kurdistan and Iraq by exposing students to extracurricular activities beyond the classroom, a practice that is uncommon in Iraq. The Project utilizes the medium of Model UN to encourage extracurricular. Model UN also support networking and collaboration between different universities, further advancing higher education. Model UN is a tool to enhance students' skills, increase their knowledge of international affairs, and promotes dialogue between Iraq's different ethnic groups. Model UN, as opposed to common Iraqi education, de-emphasizes memorization and focuses on critical thought, improvised solutions, and collaboration. Model UN involves real-world, political, and humanitarian issues that the UN addresses every day.

Tra Vinh University (Vietnam)

Social Entrepreneurship Virtual Exchange Program

Based on the partnership between Tra Vinh University (TVU) and Nova Scotia Community Colleges (NSCC), the two institutes jointly developed a student exchange program with the theme of Social Entrepreneurship aiming to give students of both countries the opportunities to study and experience international cultural exchange. The TVU - NSCC Social Entrepreneurship Exchange Program was initiated and first launched in 2016. This Exchange Program has become an annual joint program which brings students from NSCC to TVU for two weeks to group with TVU's students to work together on business ideas that would promote entrepreneurship in the Mekong Delta region of Southern Vietnam or in Canada. During a two-week period, students are supposed to work in teams and conduct their project work through community engagement, visiting local business models, interviewing entrepreneurs, researching, discussing and presenting start-up ideas. The world has been facing a covid-19 pandemic that has caused heavy losses in all aspects of the global people's economic life. In particular, international student exchange programs are almost suspended or switched to online modes which was unprecedented. Adapt quickly to change, TVU and NSCC worked together to develop the TVU- NSCC Social Entrepreneurship Virtual Exchange Program.

Cebu Technological University (Philippines)

CTU Student Mobility and Openness Program: Fostering Partnerships for Strengthened Student Mobility Program

Cebu Technological University (CTU) is strengthening its international portfolio. Among the

areas it has developed is its student mobility and openness program named Fostering Partnerships for Strengthened Student Mobility Program. This program is harmonized with the UNESCO, the ASEAN University Network (AUN) and the Philippine Higher Education that looks on youth mobility as among the key areas. In the new CTU Vision, “a premier, inclusive, globally-recognized research and innovation, smart, community-responsive, and sustainable technological university”, the role of student mobility and openness in its internationalization programs is highlighted to be globally recognized. The student internationalization implementation of CTU is outlined in its Strategic Internationalization Plan (2018-2022). It has identified key priorities that are ultimately directed towards producing multi-skilled and globally competitive graduates. In its program, student mobility is accomplished through short or long term courses, degree mobility and credit mobility, and international internship. The program of CTU highlights international internships, partnerships, and availing of international programs offered by international governments and universities including Canada, Taiwan, Europe and Asian countries.

St. Paul University Philippines (Philippines)

SPUP STudents’ Authentic Mobility Program (SPUP STAMP)

St. Paul University Philippines (SPUP)’s Internationalization program fosters learning experience and learning opportunities through academic immersion and cultural exposure for the University students from basic education to graduate school. As the program progresses, it has been enhanced and expanded to keep pace with 21st Century learning characterized by globalized, technology-enabled, borderless, competency-based, self-directed, and lifelong learning education. Consequently, the emerging international community at SPUP is increasing beyond borders. Henceforth, the SPUP academic community has experienced internationality in both inbound and outbound programs. As an initiative to add further value to students’ experiences in the University, the SPUP STudents’ Authentic Mobility Program (SPUP STAMP) was endeavored as a platform to promote international mobility among students along its Internationalization program. SPUP STAMP determines that having international exposure enriches the learning experience of students by exposing them to the cultural, economic, political, educational, and ecological aspects of other countries in order to develop global mindsets for career advancement and success in any environment. SPUP STAMP acts as an arm of the University supporting the efforts of students’ internationalization, and it undertakes concentrated endeavors in forging mutual agreements with international education institutions across the globe. SPUP STAMP provides an opportunity for University students to expand their intellectual and cultural understanding.

Chulalongkorn University (Thailand)

APRU Virtual Student Exchange Program

Chulalongkorn University is cooperating with 19 universities from the Association of Pacific Rim Universities (APRU) network to offer the "APRU Virtual Student Exchange Program" to APRU undergraduate students all around the world. The virtual exchange program provides students with the opportunity to learn and engage with peers, academics, and experts from other countries through a digital platform. Students can take academic courses and earn credits from other universities without additional tuition fee, except for the regular tuition fee to the home university. The APRU Virtual Student Exchange Program, led by The Chinese University of Hong Kong, makes international education accessible by allowing students to take academic courses and participate in co-curricular programs without the need to leave home. With the virus outbreak still taking its toll around the globe and as border closures and travel restrictions are still being implemented, Chulalongkorn University is cooperating with 19 universities from the Association of Pacific Rim Universities (APRU) network to afford education with internationalization to undergraduate students. This virtual exchange program opens up international education for all students by providing an immersive virtual student exchange experience through digital technologies and platforms and creating encounters with new ideas, cultures, experts, academics, and students from around the world.