Impact of a Business Educational International Experience Under a Hybrid Program

Martin P. Pantoja Aguilar*, María Guadalupe Arredondo Hidalgo

Department of Entrepreneurship and Directing of Businesses, Universidad de Guanajuato, Guanajuato, Mexico.

*Corresponding Author: pantojam@ugto.mx

ABSTRACT

This study was conducted on nine undergraduate students participating in the Global Innovation Scholars (GIS) program between Southern Oregon University (USA) and the University of Guanajuato (Mexico) in the first semester of 2024. The GIS program provides students with a hybrid international experience to learn about international business. Still, it develops in participating students the intercultural skills necessary to perform in a global world. The questionnaire developed qualitatively and quantitatively was focused on detecting the impacts of the course experience on Mexican students, but with an emphasis on the development, or not, of aspects related to intercultural skills. These impacts were measured against Karimova et al.'s model of areas of impact in intercultural learning. Also, results were measured against Neuner's proposed intercultural skills and competencies needed for global success. The results showed that the GIS24 Mexican students were impacted positively in all the areas of intercultural learning and developed all the intercultural skills and competencies needed for global success listed by Karimova et al. (2024) and Neuner (2012). It was found that students expressed various aspects of improvement and change in perspective on the business world and the importance of developing intercultural skills for business success.

1. INTRODUCTION

In the last three decades, the Internationalization of higher education has been developed comprehensively. According to world happenings, advancement of technology, and new global thinking, the path to developing an international profile has been based on two main strategies: Internationalization Abroad (IA) and Internationalization at Home (IaH). Both strategies have been used in many Higher Education Institutions (HEI), but IA was highly demanded in the early years. Nevertheless, the number of students who could afford an academic stay abroad was less than 1% on average. For that reason, IaH became a growing and interesting concept in the early years of the XXI century. "It has now been 20 years since Internationalisation at Home was introduced to bring the benefits of internationalisation to all students, beyond just the mobile few" (Beelen & Eveke, 2020). One of the many options for IaH is collaborative online international work, among others such as international students at home, visiting international faculty, international fairs, and international online congresses, to mention a few activities.

However, collaborative online education has had numerous challenges, starting with the need to develop faculty technological, pedagogical, and innovative teaching skills, and later it became more challenging with the COVID-19 pandemic. Higher education institutions have had to adapt to global

changes related to the indicators involved in achieving quality education. These challenges led to overcoming educational gaps in elementary education and universities. (COEPES, 2023). Fui & Mai (2023) agree when mentioning that "the advent of technology has led to a significant challenge in redesigning today's learning environment, as much technology is underutilized in many classrooms, and educators still lack the confidence and proper theoretical frameworks to redesign their classes efficiently" (p. 388). Nevertheless, some higher education institutions (HEI) have successfully faced those challenges at different levels. A few HEI have embraced the challenge by establishing a full program that fosters international collaboration using online tools and collaborative methodologies.

The Collaborative Online International Learning (COIL) methodology is the most commonly used by HEI. Collaborative work abroad is not to be displaced by online collaboration. The impact of face-to-face international collaboration is significant and provides a better framework for students to develop global and intercultural skills, but few students can afford to participate in this kind of project. That is why hybrid programs, when budgetarily possible, become an effective alternative to full academic period stays for students, replacing the face-to-face stage with a short academic stay and complemented with collaborative online work. Students can benefit from the positive impact of both ways of international collaboration. That is why it becomes relevant to conduct research on the impact that this new COIL tendency, online and hybrid, has caused on students and justify the benefit of supporting this program in HEI. Nevertheless, there is a significant gap in the literature since little research has been conducted on the impact of COIL programs, and even more on hybrid programs, despite the significant number of COIL projects that have been conducted in HEI in the last decade.

Sice Karimova et al. (2024) found that:

> The process of internationalization has a positive effect on the development of cross-cultural competence because when going abroad or visiting a teacher/student from abroad, students can see differences through communication with him. We would also like to emphasize the benefits of internationalization at home; if properly designed, it helps to exchange information and develop cross-cultural competence by working with representatives of other nationalities without leaving home (p. 46).

This study will demonstrate the benefits for students at academic and personal levels, but also the rationale that supports the installation of COIL hybrid programs in HEI. Based on the Karimova et al (2024) model, the objective of this research is to identify the areas of impact in intercultural learning on Mexican students, but also identify the level of intercultural skills and competencies needed for global success developed by students under the COIL hybrid program based on Neuner (2012) model.

Culturally Relevant Education: Intercultural Education and Communication

The concept of culturally relevant education was developed based on the importance of the contents in the syllabus of subjects related to different areas of knowledge in their relationship with interculturalism. Globalization, the socialization of knowledge, and evolutions in higher education institutions have led to the consideration of generating knowledge beyond physical borders. Thus, concepts such as multiculturalism, interculturality, or transculturality are present in the theoretical references of international education. The term culturally relevant education makes sense from the processes of international education. Rodríguez-Izquierdo & González-Faraco (2021) indicate that the term was born in the 1990s and evolved to consider academic success by constructing complex multicultural learning. The basis is the experience of students in international collaborative contexts;

teacher training aimed at detonating these motivations of classroom experiences is essential to having a teaching guide that generates comprehensive knowledge.

As a result of the above changes in educational models, intercultural education has been part of the academic life of universities around the world. Shafa et al. (2021) state that education in higher education institutions relates to social contexts that develop them based on their personalities, skills, attitudes, and competencies, which involve them in a collective work of academic knowledge. Bueno (2008) indicates that in education that is multicultural, values such as plurality, inclusion, or respect are erected. This is developed through the teacher's guidance so that students detonate their abilities correctly. So, the role of the professor-student dichotomy becomes crucial since competencies in communication skills involve the efforts of both, the one who sends a message and the one who tries to understand it correctly. In this process, the message, the process, and the cultural background of those involved in the communication channel take part in an integrated way. It is a surprising statement that Green et al. (2017) found that education in an online learning environment favors a teaching process in which knowledge related to multiple cultural communities is developed. Not being face-to-face can give the possibility that students perceive this reality as more confidence to be able to communicate properly with their other academic peers.

Based on Green et al. (2017) statement, it is more possible that the focus of international online collaborative work, besides the international learning of knowledge, places special interest on the development of intercultural skills in students and faculty. The COIL methodology plays a central role in the development of intercultural skills, and the hybrid projects reinforce it by the short academic abroad experience. Karimova et al. (2024) concluded that there are four main impacts on students and faculty of introducing intercultural learning in a project: Integration of cultural competence in education, understanding challenges and identifying opportunities; effectiveness of current teaching strategies; and impact of cross-cultural and linguacultural competence on students' future careers. This research will compare the results of the responses of students against the four main areas of impact determined by Karimova et al. (2024) to determine if the hybrid program is effective in developing those areas in Mexican students.

Development of Competencies and Skills for the XXI Century

Collaborative online international learning is meant to develop students' skills and competencies so they can perform effectively in a global context. That is why more research is needed to confirm the impact of COIL and hybrid projects. In their research, Fui & Mai (2023) found that collaborative work projects effectively contribute to teachers supporting students to develop skills and competencies necessary for the 21st century. Among those, they cited that:

> group dynamics and experiences factor emphasized the aspects of unity in the group, work relationships and functional roles, collective capabilities, and peer interaction in the social network. This factor raised students' responsibility and confidence in contributing to new knowledge, managing learning resources, and complementing each other's skills in a learning community (p. 405).

Nevertheless, Neuner since 2012 had complemented what was established by Fui & Mai. Neuner (2012) declared that "learning to live together not only requires the development of knowledge about the socio-cultural backgrounds of the learners involved but also the development of knowledge and skills for negotiating otherness and difference" (p. 36). Being more practical, the author proposed different

competencies and attitudes that constitute the intercultural skills needed for global success. He listed empathy, role distance & decentering, tolerance of ambiguity, awareness of self and representation of identity, emotional openness, multiperspective, relinquishing center stage, and language competence. Those competencies and attitudes are the main focus of a hybrid program based on the abroad and online component, and this research will evaluate the students' responses to evaluate if a hybrid program is effective in developing such competencies and attitudes in Mexican students.

2. METHODS

This research was conducted by applying a mixed methodology. Based on Hernández-Sampieri and Mendoza (2018), the mixed methodology offers a deep vision of the analysis of phenomena, both social and educational. It is about contrasting the data originated by the results to have a greater depth of the object under study.

First of all, questionnaires were conducted through open-ended questions, which generated the first part of the qualitative research. Subsequently, a questionnaire with a Likert scale was applied, which led to a quantitative analysis. The questionnaire was elaborated by the faculty of the Mexican and USA institutions based on previous versions of the hybrid program and also considering the intercultural skills and competencies for global performance identified by the faculty. The last version of the questionnaire was tested and updated under the Karimova et al (2024) and Neuner (2012) models. The population in which the research was conducted was nine students of the International Commerce, Administration of Touristic Resources, Economics & Quality Management undergraduate programs at the University of Guanajuato. The Global Innovation Scholars (GIS) 2024 program comprised the participation of nine Mexican students and nine USA students. For this study, the program's impact on Mexican students was evaluated. The course is denominated in Mexico "International Strategies for Business Development", and the first part is conducted online using the Moodle system based on international teams' work on a business development plan for selected small businesses located around both institutions' campuses. The second part of the course is conducted in a face-to-face format, including reciprocal visits of the delegations to both campuses and interactions with business owners.

The full hybrid experience was evaluated using a questionnaire applied to participating Mexican students to identify the real impact gained by participating in the GIS24 program. The questionnaire was applied to Mexican students in a safe, anonymous, and independent environment to ensure valid and reliable responses. The responses obtained from students were classified in a qualitative manner using a frequency measure to identify common responses in the six categories previously defined in the questionnaire to identify aspects of common impact and the level of importance. In the quantitative analysis, the average frequency of responses based on the Likert scale was calculated to evaluate the performance of teams and students.

At last, the responses obtained from Mexican students were classified under the Karimova et al. (2024) and Neuner (2012) models to determine the level of compliance with all areas of impact in intercultural learning and competencies & attitudes needed for global success proposed in both models to determine if the hybrid program is effective in developing those areas in Mexican students.

3. RESULTS AND DISCUSSION

Impact of Qualitative Aspects Evaluated

Based on the results of all questionnaires applied, it was found that all students declared that they had a significant impact on their view of international business and the change was significant. In Figure 1, the impact on students' perspective on international business is described in different ways. The majority

of the students mentioned that they understood the importance of acquiring consciousness of diversity in the business world. The second most common aspect of how students changed their perspective was to realize that the experience of other regions cannot be applied directly to the local region, but it can be adapted and benefit from it. The third aspect, directly related to the business topic, was that the students understood the complexity of businesses and how details are important for business success.
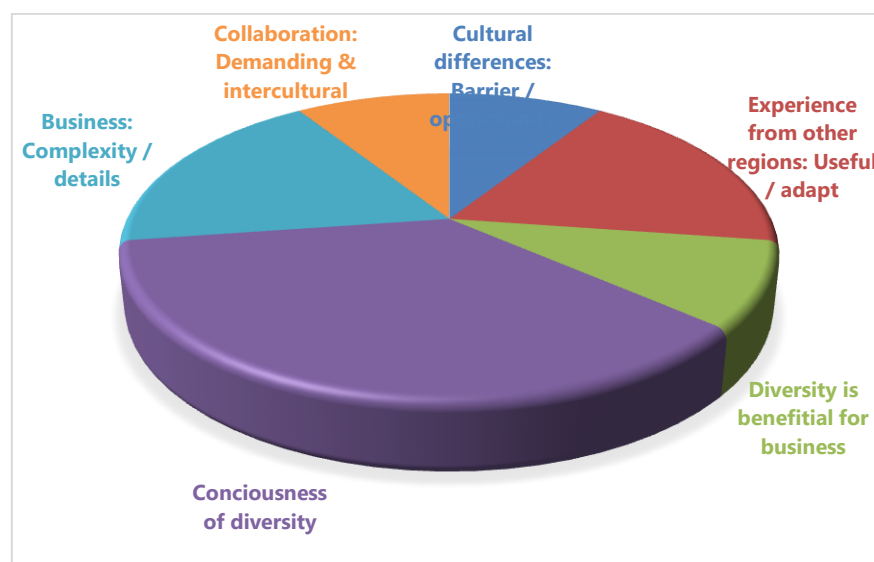

Figure 1. Aspects of change about perspectives on international business in students

Regarding the changes produced in Mexican students due to their interaction with U.S. students concerning how they interpret the world, Figure 2 shows the ways described by the students. Most of the responses, in one way or another, are related to the development of intercultural skills. That is, the Mexican students' coexistence with their counterparts helped them to become aware (in descending order by number of responses) of: 1) The importance of generating empathy and intercultural understanding, 2) A comprehensive understanding of realities and different perspectives in business, 3) Knowing that cultures can complement and learn from each other, 4) Knowing how stereotypes operate, and 5) Generating pride in one's own culture.
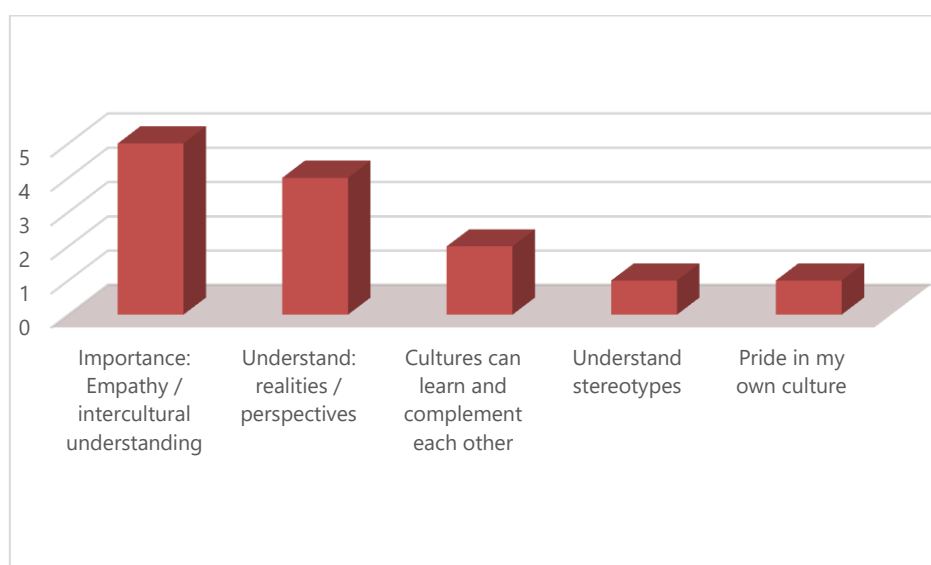

Figure 2. Aspects learned by students on their worldview

The study decided to analyze how students' cultural background impacted their interaction with international peers in a business study and practice environment. Figure 3 shows that students stated that an important aspect of their culture that positively impacted communication and interaction was the warm and sociable communication style of Mexican students. On the other hand, they stated that personal style, especially in the way of dressing and food preferences, caused some setbacks in communication and initial perceptions. They also stated that there was a need to adjust their styles concerning the concept of time. Finally, they found a middle ground between the two styles. They also mentioned that in their cultural training, they found that patience and adaptability helped them to improve their interaction with peers.
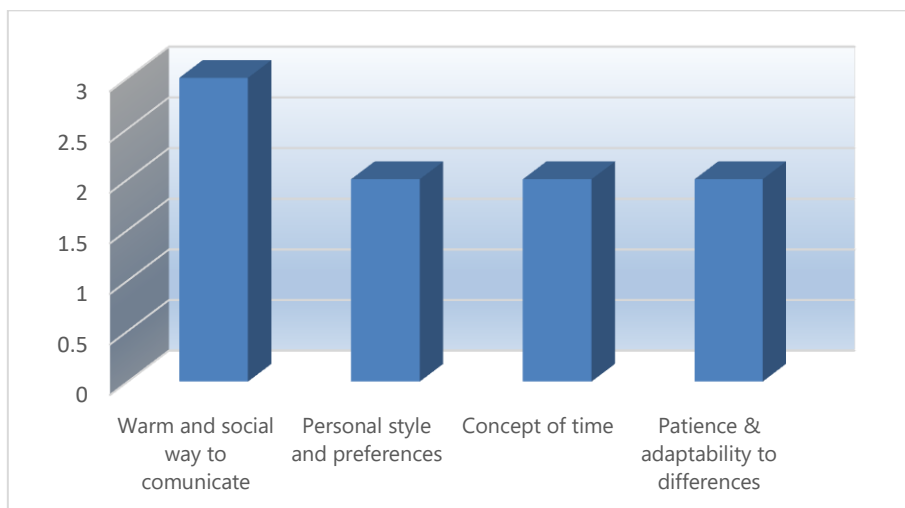

Figure 3. Aspects of impact based on the cultural background of students

An important part of the evaluation was to ask students what types of adjustments they made to their communication styles and habits. Figure 4 groups the different adjustments that had taken place. In the first place, and far ahead of other adjustments, students mentioned the statement that the Mexican students had to adjust the way they spoke with their counterparts. Despite their style, they learned to speak in a more direct and synthesized manner. This included communication with course professors. This also had an impact on their quality and manner of presentation. The second most concurrent adjustment was learning colloquial and regional expressions of their counterparts.
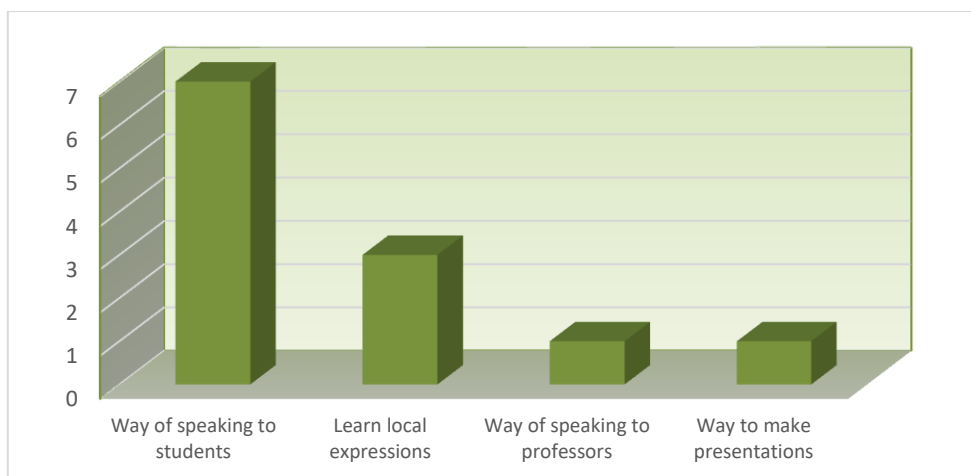

Figure 4. Adjustments to communication habits by students

When the students were asked about which aspects of the course had been particularly difficult or stressful, in Figure 5, we can observe that most of the responses do not refer to the academic content of the course and the methodology of the business development plan, but rather the variables concentrated on the interaction with counterparts. The variable with the highest response was the one related to effective communication between work teams. These were related to the activities to be conducted in synchronization with the constraints of the deadlines. Even the first interaction of the online teams as an initial part of the course is mentioned as a difficult part. Another variable that explains the difficulty of communication was the lack of commitment of a few team members.
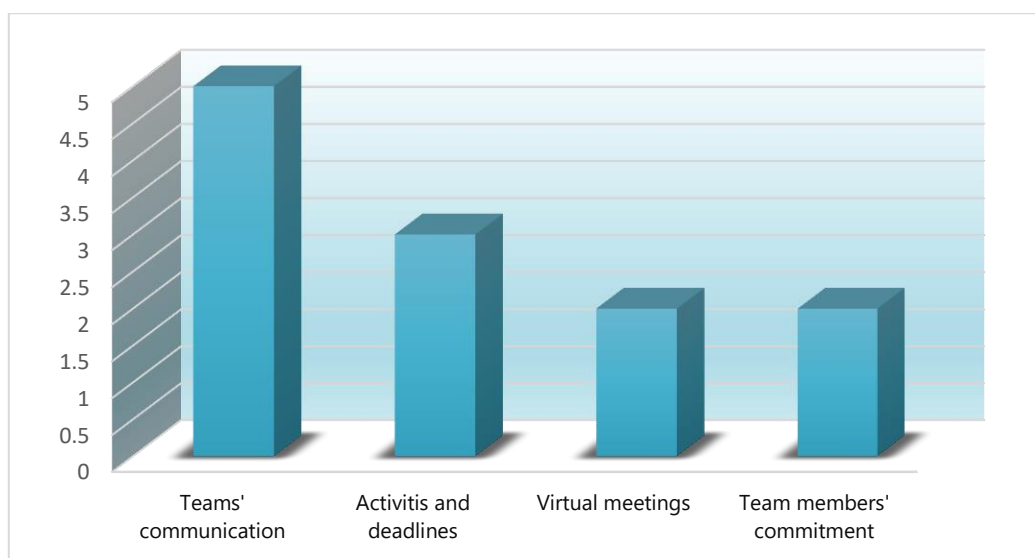

Figure 5. Difficult or stressful aspects of the course

Finally, when questioning students about the main benefit obtained in the course, in Figure 6, we find that most students mentioned have obtained intercultural skills, which is one of the main objectives of this type of program. Secondly, less than half of the students reported having obtained skills to conduct business at an international level. A couple of students reported having developed leadership and language skills.
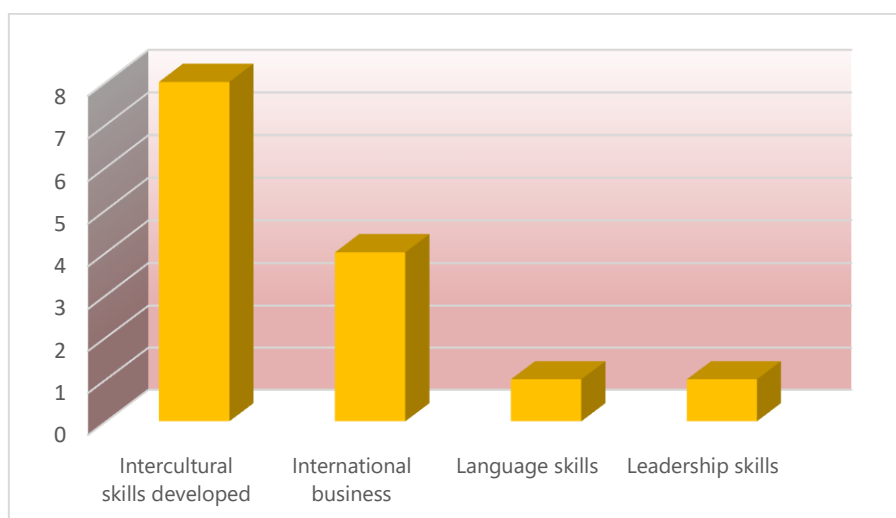

Figure 6. The major takeaway from the collaboration among students

Impact of Quantitative Aspects Evaluated

The evaluation of students in the course included 10 questions related to teamwork and the self-evaluation of their performance in the project. The questions were elaborated based on the Likert scale and are shown in Tables 1 and 2. In Table 1, when asked about team performance, the highest rating was given to forming new friendships. This is congruent with what was expressed in the qualitative evaluation when the students mentioned that the main change in their perspective on international business was becoming aware of diversity and its importance, also that their main learning in how they see the world was the importance of empathy and interculturality in groups, and that they identified the development of intercultural skills as the main benefit received from the experience.

On the other hand, the aspect with the lowest score was the equal participation of all team members, followed by rapid and expeditious communication. This makes sense since it was part of the process that had setbacks but overcoming them led to the above conclusions.

Table 1. Scores of teams' performance in GIS24 experience

Teams' performance aspect	Score
Your team members participated equally in assignments	3.78
Your team members communicated quickly and thoroughly	4.11
There was agreement within the group	4.56
You built new friendships with your group members	5.00

Likewise, in Table 2, the students evaluated themselves and gave very uniform responses and close to the maximum score considering that their participation was equitable, with good communication, seeking agreements in the teams, moving away from their comfort zone, and achieving a better understanding of the international business environment and the importance of the differences between cultures.

This is congruent with what was expressed in the qualitative evaluation when it was stated that their cultural background had had a positive impact on the team's communication and interaction as the Mexican students showed a warm and sociable communication style and that the most important adjustment they made in their communication habits was that the Mexican students adjusted the way they spoke with their counterparts, making it more direct and synthesized.

Table 2. Scores of students' self-performance in GIS24 experience

Student´s performance aspect	Score
You participated equally in assignments	4.89
You communicated quickly and thoroughly	4.67
You worked to find agreement within the group	4.89
You worked outside your comfort zone	4.89
You have a better understanding of international business	4.89
You became aware of the importance of multicultural differences	4.89

After obtaining all the results from questionnaires applied to Mexican students, the previous information was classified according to Karimova et al. (2024) definition of areas of impact in intercultural learning as shown in Table 3. In all five areas of impact of intercultural learning, the Mexican students made several statements that explain the accomplishment of that learning. So, we can conclude that the GIS Mexican participating students learned intercultural competencies, understood challenges, and could

identify opportunities in those. Also, the information provided supports the conclusion of having effectiveness in current teaching strategies. Students also considered that they would have a positive impact on their future careers based on the cross-cultural learning during the project but also on the linguacultural competencies practiced and acquired.

Table 3. Level of compliance *of the GIS24 hybrid program with Karimova et al.'s areas of impact*

	Karimova et al. (2024) Areas of impact	Pantoja & Arredondo Results of impact on students
1	Intercultural competence in education	1) Development of intercultural skills: Empathy and intercultural understanding. Cultures can complement and learn from each other. Generating pride in one´s own culture. Adaptability and patience as a means of improvement.
2	Understanding challenges and identifying opportunities	2) Consciousness of diversity. Foreign experiences need to be adapted. Complexity and importance of details in business. Knowing how stereotypes operate.
3	Effectiveness of current teaching strategies	3) Stressful aspects of the course were on teamwork rather than course and teaching strategies. Teamwork rated the lowest score in qualitative analysis, but self-performance in teams was higher.
4	Impact of cross-cultural competence on students' future careers	4) Significant impact on students' view of international business. Comprehensive understanding of realities and different perspectives in business. Acquired skills to conduct business at an international level.
5	Impact of linguacultural competence on students' future career	5) Importance of a warm and sociable communication style. Avoid personal preferences or customs causing setbacks in communication and reach a middle point. Change the way of speaking to students and professors, learn local expressions and the way to make presentations.

Later, the information obtained from students' responses was organized in the classification proposed by Neuner (2024) for intercultural competencies and attitudes. It can be seen in Table 4 that all eight intercultural competencies and attitudes were achieved by the participating Mexican students during the project. According to the results, Mexican students learned and developed cognitive and affective empathy, understood how role distance and decentering work, and can be applied, and learned the benefit of being tolerant of ambiguity.

They also acquired awareness of self and representation of identity to conduct business at the international level. In their comments, Mexican students applied emotional openness to reach a middle point for negotiation and considered the importance of having consciousness of the multiperspective that is always existent in intercultural groups. Their statements were clear and allowed us to identify the improvement of relinquishing centre stage by being comprehensive, understanding, and considering different perspectives. At the same time, their language competence was evidenced by the several adjustments that they had to make and, in a positive way, transformed their regular communication.

Table 4. Level of compliance of the *GIS24 program with Neuner´s competencies and attitudes*

	Neuner (2012) Competencies and attitudes	Pantoja & Arredondo Results of impact on students
1	Empathy: cognitive and affective (otherness)	1) Development of intercultural skills: Empathy and intercultural understanding.
2	Role distance & decentering (view us from outside)	2) Generating pride in one´s own culture. Foreign experiences need to be adapted.
3	Tolerance of ambiguity	3) Adaptability and patience as means of improvement. Teamwork rated the lowest score in qualitative analysis, but self-performance in teams was higher.
4	Awareness of self and representation of identity	4) Acquired skills to conduct business at an international level. Knowing how stereotypes operate.
5	Emotional openness	5) Complexity and importance of details in business. Avoid personal preferences or customs causing setbacks in communication and reach a middle point.
6	Multiperspective	6) Consciousness of diversity. Cultures can complement and learn from each other.
7	Relinquishing centre stage	7) Comprehensive understanding of realities and different perspectives in business. Significant impact on students' view of international business.
8	Language competence	8) Importance of a warm and social communication style. Change the way of speaking to students and professors; learn local expressions and the way to make presentations.

All findings showed that a GIS hybrid program can benefit students by developing intercultural skills during the two stages of the program: at home and abroad. Wang & Shen (2024) agreed by declaring that students develop intercultural skills (IC) based on overseas learning experiences but also on domestic experiences through the use of Internet and communication technology through internationalization at home on their home campus. Moreover, they declared that some comparative analyses suggested that home experiences may yield better results in enhancing the IC of domestic students.

4. CONCLUSION

As stated in the research objectives, this study aimed to demonstrate the academic and personal benefits for students participating in a hybrid program, and also provide research evidence for HEI about the importance of hybrid programs to contribute to the development of intercultural skills in students using Karimova et al. (2024) model to identify the areas of impact in intercultural learning on Mexican students, and Neuner (2012) model to identify the level of intercultural skills and competencies needed for global success developed by students under the COIL hybrid program.

Regarding the development of intercultural skills in undergraduate students of different business programs, it can be inferred that the GIS program is an effective tool to develop intercultural skills and competencies in students that will help them to perform effectively in an intercultural and GIS world. The

GIS develops empathy in students for other cultures and an understanding of personal willingness, commitment, and involvement as key factors in developing effective intercultural performance. These competencies and skills were evidenced by compliance with the results obtained from Mexican students´ evaluations with the four areas of impact of intercultural learning declared by Karimova et al. (2024).

Also, students' survey results proved to comply with the eight competencies and skills existent in the proposed model by Neuner (2012) on intercultural skills. In this kind of project, obstacles in communication arise but are regularly overcome by personal styles and willingness to adjust to the group's needs. Some other personal styles may cause miscommunication at first, but the openness to adjust the way to speak, to address partners, and even to adapt the use of colloquial and formal language are the perfect strategies to find a middle point between all members' cultural backgrounds. The findings obtained in this study are enough evidence to support the benefit of establishing institutional policies in HEI to promote the internationalization of the curriculum based on a hybrid program to develop in students intercultural skills that are needed to perform in a global context. These policies can become a mechanism of quality assurance for educational programs at an international level.

Last but not least, the findings of this research allow us to infer that a GIS program is an efficient mechanism to develop students' consciousness of diversity in businesses, knowledge to adapt the international experience to local regions, understanding the complexity of business, and a learning experience on international business. It was demonstrated that a hybrid program on business can facilitate the learning process of students about the real international business world and how to perform successfully using intercultural competencies and attitudes.

Fostering international and intercultural communication brings numerous benefits, such as promoting understanding, respect, and collaboration among people from different cultural backgrounds. It helps bridge gaps, break stereotypes, and connect the global community. Embracing diversity and engaging in meaningful cross-cultural dialogue not only enriches individual perspectives but also contributes to building a more peaceful and harmonious global society. It can be concluded that a hybrid program is an effective tool for educating global citizens with a high level of consciousness of the importance of intercultural understanding to contribute to the peace of this world.

Further research must be done to correlate the results of Mexican students and USA students in order to define if the program works effectively on the last ones. This study's limitations are based on the bias that can occur based on the self-assessment of Mexican students. The survey conducted does not include any other external observations or assessments. New instruments based on external evaluation can be elaborated and further researched.

5. REFERENCES

Beelen, J. & Eveke, L. (June 28, 2020). *Internationalisation at home: past, present, and future.* European Association for International Education (EAIE). https://www.eaie.org/resource/internationalisation-home-past-present-future.html

Bueno, J. (2008). Nuevos retos, nuevas perspectivas para la Educación multicultural. *Revista Educación Inclusiva. 1(1),* 59-76. https://revistaeducacioninclusiva.es/index.php/REI/article/viewFile/21/20

Comisión Estatal para la Planeación de la Educación Superior. [COEPES]. (18 de agosto de 2023). Lecciones de la COVID19.

Fui, T.L. & Mai, N. (2023). Critical Factors for Enhancing Students' Collaborative Learning Experiences in a Project-based Connectivism Learning Environment. *International Journal of Learning, Teaching and Educational Research.* 22 (7), 388-410. https://ijlter.org/index.php/ijlter/article/view/8063/pdf

Green, T., Hoffmann, M., Donovan, L., & Phuntsog, N. (2017). Cultural Communication Characteristics and Student Connectedness in an Online Environment: Perceptions and Preferences of Online Graduate Students. *International Journal of E-Learning & Distance Education Revue Internationale Du E-Learning Et La Formation à Distance*, *32*(2). https://www.ijede.ca/index.php/jde/article/view/1033

Hernández-Sampieri, R. & Mendoza, C. (2018). *Metodología de la investigación. Las Rutas Cuantitativa, Cualitativa y Mixta*. Editorial McGraw Hill Education.

Karimova, B., Nurlanbekova, Y & Ailauova, Z. (2024). The effectiveness of internationalization in higher education on cross-cultural competence formation. *Bulletin of Ablai Khan KazUIRandWL. Series Pedagogical Sciences.* 70(3). 37-50. https://bulletin-pedagogical.ablaikhan.kz/index.php/j1/article/view/830

Karimova, B., Ailauova, Z., Nurlanbekova, Y. & Bazylova, B. (2024). Cultivating Students' Cross-Cultural and Linguacultural Competences: Navigating Challenges and Opportunities. *Journal of Social Studies Education Research.*15(3). 400-423. https://jsser.org/index.php/jsser/article/view/5852

Neuner, G. (2012). The dimensions of intercultural education. *Intercultural competence for all. Preparation for living in a heterogeneous world.* Council of Europe Publishing. Huber, J. https://rm.coe.int/intercultural-competence-for-all/16808ce20c

Rodríguez-Izquierdo, R. M. y González-Faraco, J. C. (2021). La educación culturalmente relevante: un modelo pedagógico para los estudiantes de origen cultural diverso. Concepto, posibilidades y limitaciones. *Teoría de la Educación. Revista Interuniversitaria, 33(1),* 153-172. https://doi.org/10.14201/teri.22990

Shafa, S., Basri, M., Amirullah, P. & Andi, A. (2021). *Multicultural Education-Based Instruction in Teaching English for Indonesian Islamic Higher Education.* Asian EFL Journal, 27 (3.2). pp. 202-218. ISSN 1738-1460.

Wang, X., & Shen, Y. (2024). Is internationalization abroad a prerequisite for university students' intercultural competence development? *Asian Education and Development Studies*, *13*(3), 253-266. https://www.emerald.com/insight/content/doi/10.1108/AEDS-02-2024-0040/full/html