
International Relations at the Chinese University of Hong Kong Shenzhen: A Survey

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Abstract

This survey paper examines the role of Sino-foreign cooperative education at the Chinese University of Hong Kong, Shenzhen (CUHK Shenzhen), in enhancing global competence and cross-cultural understanding among Chinese undergraduates. The study highlights the integration of traditional Chinese and global educational practices, emphasizing experiential learning, cross-cultural studies, and strategic partnerships with foreign institutions. The paper outlines the structure and implementation of this educational model, addressing challenges such as linguistic barriers and the need for innovative pedagogical strategies. It further explores the significance of technological and analytical innovations, such as dynamic network theories and advanced language models, in enriching the educational framework and enhancing students' intercultural skills. The survey underscores the transformative impact of Sino-foreign cooperative education in preparing students for global citizenship by fostering ethical sensitivity, cultural awareness, and effective communication skills. Future research directions include optimizing educational quality, exploring cultural integration in curricula, and assessing the impact of global competence on students' academic and personal development. The paper concludes that CUHK Shenzhen's approach positions it as a leader in international education, committed to producing globally competent graduates equipped to navigate the complexities of a rapidly evolving global landscape.

1 Introduction

1.1 Understanding International Relations

International relations (IR) examines the complex interactions between nation-states, encompassing both cooperative and antagonistic dynamics. The Chinese University of Hong Kong, Shenzhen (CUHK Shenzhen) plays a pivotal role in this field through its Sino-foreign cooperative education framework, which is enhanced by methodological innovations that clarify the intricate relationships among nations. For instance, longitudinal network and nodal attribute data analyses yield insights into the interplay between networks and their attributes [1]. Dynamic graphs (DGs), despite their challenges due to size and complexity, are essential for representing the evolving nature of international interactions [2].

Signed networks are crucial for illustrating the dual nature of alliances and conflicts, characterized by both positive and negative ties, which are vital for understanding global dynamics [3]. These networks facilitate modeling latent states in international relations along a conflict-to-cooperation spectrum [4]. Additionally, cultural heritage significantly influences international relations, often leading to tensions during processes like UNESCO inscription [5].

The discourse in IR benefits from the development of annotation schemes that enhance political argumentation analysis and the examination of domain-specific scholarly articles. This analytical rigor is essential for CUHK Shenzhen as it integrates Chinese undergraduates into a global education framework, addressing pressing global challenges such as inequality and environmental issues while

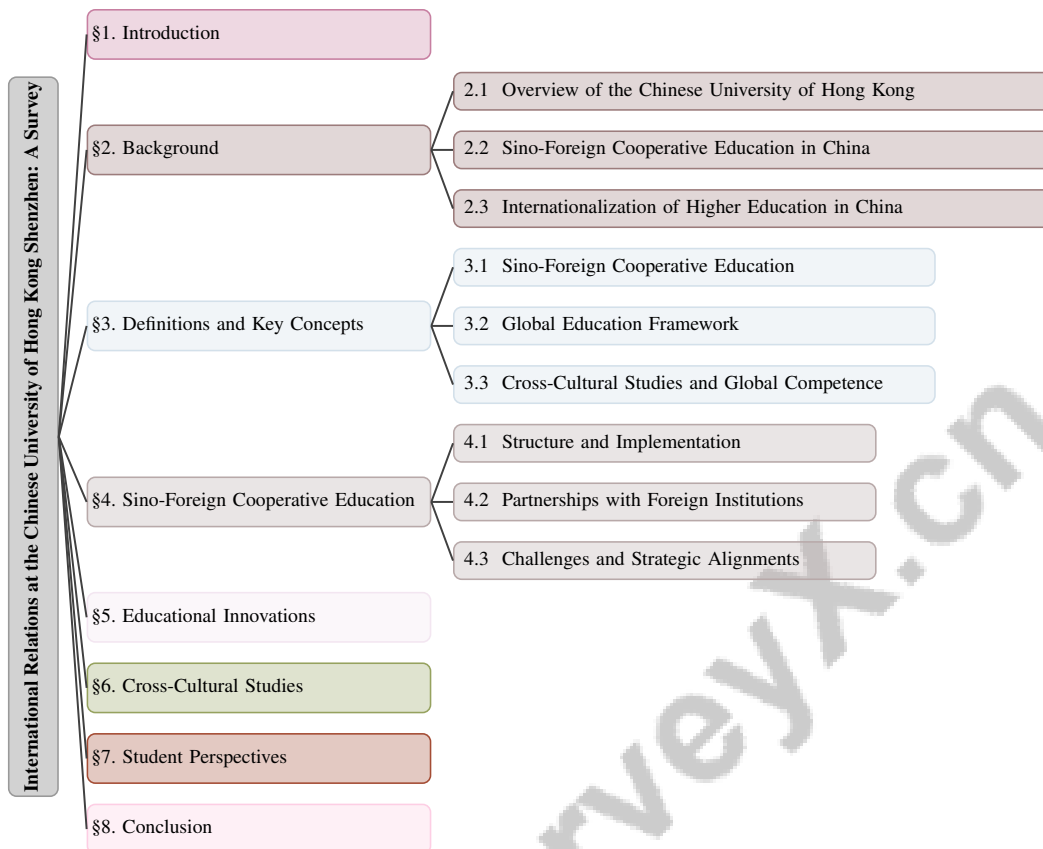


Figure 1: chapter structure

aligning with national educational reforms aimed at fostering international competence and a shared future in response to economic globalization and cultural diversification [6, 7]. Enhancing global competence within educational frameworks is critical for preparing students to thrive in multicultural environments.

The complexity of global interactions is further underscored by the multilateral nature of global population migration, which traditional bilateral models inadequately capture. The COVID-19 pandemic has accentuated the need for educational institutions to develop effective frameworks for fostering global competence, particularly through domestic internationalization strategies. This necessity is highlighted by a study indicating that 84

By leveraging insights from recent research on international education, CUHK Shenzhen positions itself as a significant contributor to the global educational landscape. This initiative fosters a comprehensive understanding of international relations, essential for navigating the intricate dynamics of global interactions. The institution aligns with China's broader educational reform goals, as outlined in the Education Modernization 2035 plan, and addresses the challenges of basic education internationalization in Shenzhen, thereby enhancing its role in cultivating global competence and promoting educational innovation within the context of the Greater Bay Area's internationalization efforts [8, 9, 6, 7]. This approach is further supported by the necessity for engineering graduates to possess global competence for effective functioning in culturally diverse environments. Understanding how Chinese students construct their cultural identities within the context of transnational education (TNE) in China is also crucial for fostering a globally competent student body.

1.2 Structure of the Survey

This survey is meticulously structured to provide a comprehensive examination of international relations at CUHK Shenzhen, with a specific focus on Sino-foreign cooperative education. The paper is organized into several key sections, each addressing distinct aspects of the topic.

The **Introduction** section establishes the framework by defining the scope of international relations within CUHK Shenzhen and emphasizing the importance of integrating Chinese undergraduates into a global education framework. This is followed by a detailed **Background** section that outlines CUHK Shenzhen's mission and vision in promoting international relations, explores the historical development and significance of Sino-foreign cooperative education in China, and examines trends and strategies in the internationalization of higher education.

The **Definitions and Key Concepts** section delineates the core concepts underpinning the survey, such as Sino-foreign cooperative education, global education, and cross-cultural studies, elucidating their application within CUHK Shenzhen. The **Sino-Foreign Cooperative Education** section delves into the structure and implementation strategies of cooperative education at the university, highlighting key partnerships with foreign institutions and addressing the challenges and strategic alignments necessary to overcome them.

Following this, the **Educational Innovations** section scrutinizes technological, analytical, curricular, and pedagogical innovations at CUHK Shenzhen, along with the role of community engagement and experiential learning in enhancing educational outcomes. The **Cross-Cultural Studies** section emphasizes the significance of cross-cultural understanding and competence, focusing on global communication skills and the impact of experiential learning and cultural activities.

In the **Student Perspectives** section, diverse student experiences are presented, offering insights into the impact of Sino-foreign cooperative education and global education on their academic and personal development. The survey concludes with a **Conclusion** section, synthesizing key findings, reflecting on implications for international relations and global education, and suggesting areas for future research and potential improvements in educational practices. The following sections are organized as shown in Figure 1.

2 Background

2.1 Overview of the Chinese University of Hong Kong, Shenzhen

The Chinese University of Hong Kong, Shenzhen (CUHK Shenzhen), established through a partnership with Shenzhen University, aims to develop global leaders capable of navigating an interconnected world. Its vision is to become a leading higher education institution, marked by academic excellence and the promotion of international relations through innovative educational practices that align with global competencies and transformative learning experiences [9, 6, 5]. CUHK Shenzhen offers a holistic educational experience that emphasizes cross-cultural understanding and global competence, preparing students to contribute meaningfully to society.

The university's internationalization strategy underscores Sino-foreign cooperative education, merging Chinese educational traditions with global academic standards. This approach aligns with the trend of enhancing entrepreneurship education in universities, necessitating practical applications and alignment with government policies to foster innovation [10]. By embedding these elements into its curriculum, CUHK Shenzhen advances its mission of academic excellence while reinforcing its role in promoting international relations.

CUHK Shenzhen's commitment to international relations is evident in its diverse academic programs and partnerships with prestigious foreign institutions, facilitating dynamic exchanges of knowledge and cultural perspectives. These initiatives enhance the educational experience, equipping students with the global competence needed to address complex global issues through carefully designed learning activities that foster intercultural empathy and experiential learning opportunities [11, 6, 12, 13]. The university's focus on international collaboration underscores its dedication to producing graduates who are academically proficient and globally aware.

2.2 Sino-Foreign Cooperative Education in China

Sino-foreign cooperative education is a key component of China's educational reform, reflecting the nation's commitment to globalization and enhancing the international competitiveness of its higher education system. Characterized by partnerships between Chinese and foreign universities, this educational model responds to China's rapid economic growth and strategic objectives aimed at improving educational quality [14]. Programs like the Chinese-Foreign Cooperation in Running

Schools (CFCRS) expand educational opportunities and facilitate cross-cultural exchanges, although empirical research on students' experiences within these frameworks remains limited [6].

The evolution of Sino-foreign cooperative education is closely tied to national strategies, including the 'Belt and Road' initiative, aligning educational collaborations with national objectives of quality and effectiveness [15]. However, integrating diverse educational philosophies and management practices between Chinese and Western institutions presents challenges, particularly in incorporating whole-person education within cooperative frameworks [9]. Innovative approaches to curriculum design and pedagogical practices, such as second classroom activities that blend strengths from both educational traditions, are necessary [16].

Despite challenges, Sino-foreign cooperative education offers substantial opportunities for innovation in curriculum design and pedagogy. The integration of computational methods into international relations studies, though still developing compared to other social sciences, enhances the analytical rigor of educational programs [17]. Additionally, the external impacts of Transnational Higher Education (TNHE) in China drive reforms in higher education, promoting a globally aware student body [7].

Sino-foreign cooperative education plays a critical role in fostering global competence among students, as highlighted by the internationalization strategies of UK higher education institutions, which emphasize the potential for institutional collaborations to enhance educational policies and practices through SWOT analyses [18]. The nuanced communication required in these educational exchanges, characterized by intricate rhetorical devices, complicates the detection of tensions, underscoring the importance of effective communication in international relations [5].

Thus, Sino-foreign cooperative education represents a vital trend in the internationalization of Chinese higher education, facilitating cross-cultural dialogue and mutual learning. This commitment to engaging with the global academic community is further tested by the COVID-19 pandemic, which has influenced China's image through public sentiments on social media, highlighting the interplay between education, diplomacy, and international perception [19].

2.3 Internationalization of Higher Education in China

The internationalization of higher education in China is integral to the nation's educational reforms aimed at elevating the quality and global standing of its academic institutions. This process is supported by strategic initiatives such as the establishment of Sino-foreign cooperative universities (SFCUs) and joint ventures with renowned foreign institutions, serving as critical mechanisms for fostering cross-cultural exchange and academic innovation [20].

A significant aspect of this internationalization effort is the integration of global competence within educational frameworks, which SFCUs address through diverse curriculum offerings. However, the traditional focus on high-stakes testing, exemplified by the Gaokao, presents challenges to cultivating these competencies, necessitating a shift towards holistic educational approaches [21]. The complexity of international relations, characterized by its dynamic nature, further complicates the landscape, requiring innovative methodologies to analyze and understand these interactions [4].

External factors, including travel restrictions, health concerns, and visa issues, particularly during the COVID-19 pandemic, have significantly impacted international student mobility and posed challenges to sustaining global educational exchanges [22]. These challenges underscore the need for adaptive strategies to accommodate uncertainties in the global education environment.

Methodological advancements are crucial for supporting the internationalization of higher education. The development of dynamic graph models, such as discrete-time dynamic graphs (DTDGs), offers new possibilities for visualizing and understanding the complexities of international academic collaborations [2]. Additionally, the use of open-source large language models for automating complex event coding tasks equips researchers with high-quality tools for analyzing internationalization trends and their impacts [20].

Empirical studies, such as those conducted in Shandong Province, illuminate the state of internationalization across Chinese universities, highlighting themes of student mobility, technological innovation, and socio-economic impacts on local development [14]. These studies emphasize the importance of aligning educational practices with international standards while addressing local needs and challenges.

In recent years, the discourse surrounding global education has gained significant traction, particularly in the context of enhancing cross-cultural competencies among learners. This review aims to synthesize various perspectives on global education and competence, shedding light on the intricate relationships between educational models and their effectiveness in fostering global understanding.

To facilitate a clearer understanding of these relationships, Figure 2 illustrates the hierarchical structure of an academic review on global education and competence. This figure highlights key concepts such as Sino-foreign cooperative education, global education frameworks, and cross-cultural studies. It categorizes the main ideas into educational models, analytical frameworks, global competence development, educational approaches, core concepts, and influencing factors. By providing a comprehensive overview of the interconnected elements contributing to global competence, this visual representation enhances our understanding of the complexities involved in global education initiatives.

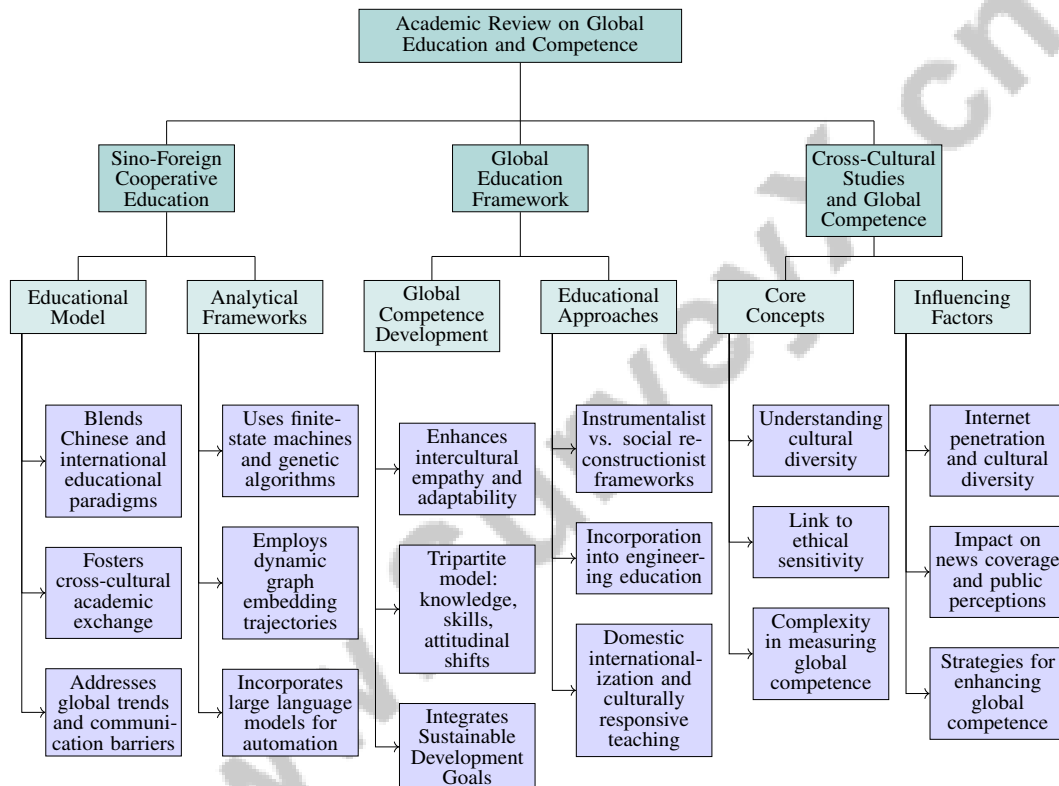


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3 Definitions and Key Concepts

3.1 Sino-Foreign Cooperative Education

Sino-foreign cooperative education is pivotal at CUHK Shenzhen, seamlessly blending Chinese and international educational paradigms to foster cross-cultural academic exchange. This model is integral to cultivating global leaders adept at navigating international complexities, aligning with CUHK Shenzhen's mission to enhance global competence beyond academic skills to active engagement in the global academic community [1]. Addressing global trends, it overcomes communication barriers and bureaucratic challenges by offering flexible programs tailored to Chinese students, thereby boosting

their global competitiveness [22]. This hybrid educational model is essential in advancing CUHK Shenzhen’s aim of producing graduates who are both academically proficient and culturally sensitive [23].

As illustrated in Figure 3, the core components of Sino-foreign cooperative education at CUHK Shenzhen highlight the educational models, analytical frameworks, and strategic significance that underpin this cross-cultural academic exchange. Advanced analytical frameworks underpin this model, utilizing methodologies such as finite-state machines and genetic algorithms to capture complex educational behaviors [24]. Dynamic graph embedding trajectories offer insights into the evolution of international educational collaborations, enhancing understanding over time [2]. Moreover, the use of large language models for automating complex event coding enhances the analytical capabilities of educational programs, minimizing manual data analysis efforts [20]. The strategic significance of Sino-foreign cooperative education is further demonstrated by its outreach in Southeast Asia, reflecting a modern adaptation of historical ties and strengthening China’s influence while enriching the academic experience at CUHK Shenzhen. This fosters a deeper understanding of global issues among students [8].

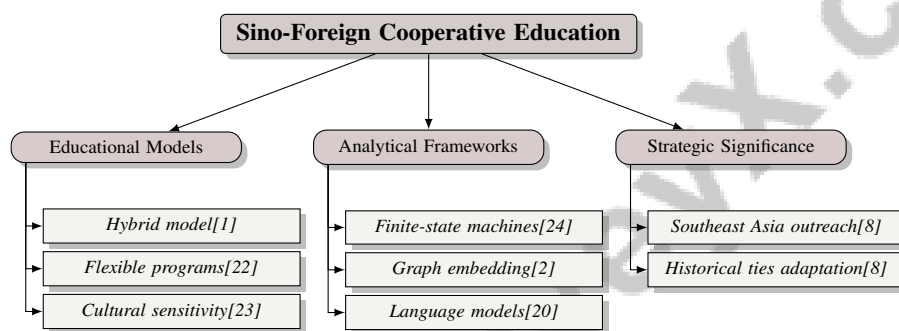


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3.2 Global Education Framework

The global education framework is crucial in contemporary academia, emphasizing the enhancement of students’ global competence—the ability to engage effectively with diverse cultures, languages, and perspectives in an interconnected world. This framework equips students for the global economy, fostering skills such as intercultural empathy and adaptability, as evidenced by studies highlighting experiential learning and curriculum integration [11, 12, 13]. The OECD’s PISA 2018 assessment cycle underscores the importance of global competence for education policy and its integration into educational systems.

A comprehensive approach to global education involves knowledge acquisition, skill development, and attitudinal shifts, forming a tripartite model essential for fostering global competence. This structured method aids in evaluating and enhancing students’ readiness for global challenges, necessitating the adaptation and validation of robust measures for assessing global competence effectively [21]. Integrating Sustainable Development Goals within a Content and Language Integrated Learning framework aligns educational objectives with global priorities, fostering interdisciplinary learning and promoting intercultural empathy [12, 13, 11]. Experiential learning activities further enrich students’ global competence through immersive cultural experiences.

Educational approaches can be classified into instrumentalist and social reconstructionist frameworks, providing insights into methodologies for fostering global competence. While the instrumentalist approach emphasizes social efficiency, the social reconstructionist perspective advocates transformative learning and social change, highlighting the need for a deeper examination of how these frameworks influence intercultural education and promote an inclusive educational environment [11, 25]. Understanding these methodologies is crucial for developing effective curricula and professional development strategies that equip educators and students with the skills necessary to navigate an interconnected world.

Incorporating global competence into engineering education, as seen in KTH Royal Institute of Technology's 'Certificate of Global Competence,' illustrates a progressive approach to enhancing engineering curricula. This initiative equips students with the knowledge, skills, and attitudes necessary for effective practice in diverse environments, addressing the challenge of integrating global competencies into traditionally rigid engineering programs [26, 13]. This aligns with broader educational strategies combining government support and structured learning environments to enhance students' readiness for the global workforce.

Domestic internationalization and culturally responsive teaching emphasize inclusive and adaptive educational practices reflecting students' diverse cultural contexts. Key dimensions such as cultural awareness, critical thinking, and intercultural communication are essential for developing global competence, enhancing understanding and engagement in an interconnected world. Integrating these dimensions into educational practices, particularly through innovative approaches like telecollaboration, equips learners to thrive in diverse cultural contexts [12, 25]. The global education framework is thus central in modern academia, offering a multifaceted approach to developing global competence among students. By incorporating various educational strategies, this framework prepares students to tackle the intricate challenges of an interconnected world, enhancing their academic performance while fostering essential life skills such as adaptability, intercultural empathy, and critical thinking. The integration of global competence into the curriculum through experiential learning and cross-cultural content ensures students are equipped to engage meaningfully with diverse cultures, contributing to their development as informed global citizens [12, 25, 13, 11].

3.3 Cross-Cultural Studies and Global Competence

Cross-cultural studies are crucial for fostering global competence, providing a framework for students to develop the skills, knowledge, and attitudes necessary for navigating an interconnected world. This discipline emphasizes understanding cultural diversity, essential for effective global communication and collaboration [27]. Global competence encompasses knowledge, skills, and attitudes, each contributing to a comprehensive understanding of global issues and cultural dynamics [28].

The development of global competence is closely linked to ethical sensitivity, as both constructs influence students' abilities to engage with diverse cultures [29]. Ethical sensitivity enhances awareness of cultural nuances and ethical considerations in cross-cultural interactions, enriching global competence. This relationship emphasizes the need to integrate ethical considerations into cross-cultural studies, promoting a holistic approach to global education.

Despite its significance, the concept of global competence remains ambiguous, with challenges in creating valid cross-national measures that accurately capture its complexity [30]. Measuring global competence involves assessing a combination of knowledge, skills, and attitudes essential for navigating globalized challenges [21]. This complexity necessitates robust assessment tools to evaluate students' readiness for global citizenship.

Factors such as internet penetration and cultural diversity significantly shape news coverage and public perceptions, highlighting the relevance of cross-cultural studies in understanding global communication dynamics [31]. These studies offer valuable insights into how cultural and technological factors influence information dissemination, informing strategies for enhancing global competence among students.

4 Sino-Foreign Cooperative Education

4.1 Structure and Implementation

The structure and implementation of Sino-foreign cooperative education at CUHK Shenzhen highlight a strategic fusion of traditional Chinese educational practices with modern global frameworks. This hybrid model sets itself apart from conventional Chinese institutions by focusing on structural variations and educational outcomes that enhance internationalization and cross-cultural competence [6]. The Sino-German Cooperative Education Model (SGCEM) exemplifies this approach by aligning educational practices with international standards, promoting cross-border knowledge exchange [14]. Joint venture universities like CUHK Shenzhen attract a diverse student population, fostering vibrant academic environments and enriching cultural exchanges.

As illustrated in Figure 4, the hierarchical structure of Sino-foreign cooperative education at CUHK Shenzhen emphasizes key educational models, methodological frameworks, and impacts. This figure highlights the integration of traditional and modern educational practices, showcasing diverse approaches to internationalization and cultural exchange. CUHK Shenzhen utilizes advanced methodological frameworks, such as the Statistical Exponential Random Graph Model (SERGM), to analyze signed networks, capturing both positive and negative ties to illuminate the complexities of international educational collaborations [2]. Additionally, a theoretical framework based on continuous dynamical systems on signed graphs is employed to model agent relationships through matrices of friendliness levels, offering insights into the dynamics of international cooperation [3]. Qualitative case studies, using documentation, institutional data, and semi-structured interviews from Sino-Cambodian higher education programs, demonstrate the effectiveness of these models in enhancing educational quality and international collaboration [8]. Evaluations of cooperatively-run schools in China further explore their distribution, management structures, and educational outcomes [15].

The impact of Transnational Higher Education (TNHE) on cognition and behavioral changes significantly influences organizational culture and enhances higher education internationalization [13]. These insights contribute to the understanding of students' learning experiences, enriching the discourse on internationalization and phenomenography in higher education [32].

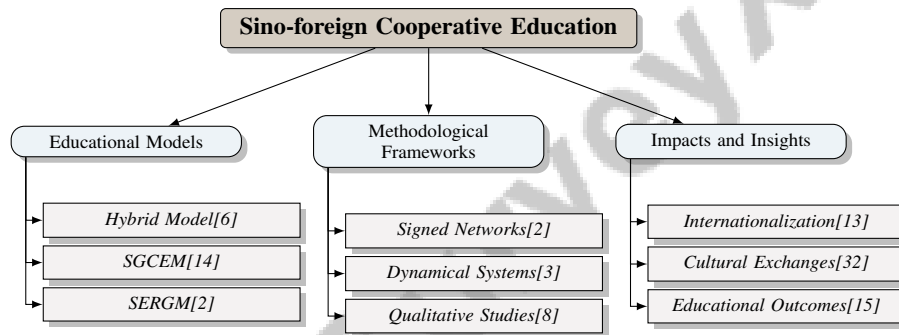


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4.2 Partnerships with Foreign Institutions

Partnerships with foreign institutions are integral to the Sino-foreign cooperative education model at CUHK Shenzhen, enhancing educational outcomes, expanding global reach, and fostering global competence among students. These collaborations facilitate student exchanges, joint research initiatives, and cross-cultural academic programs, enriching the educational experience and promoting a global perspective [33, 6, 34, 7]. CUHK Shenzhen's collaboration with German institutions, focusing on student exchanges and teacher training, exemplifies this approach, enhancing vocational training quality and aligning practices with international standards [14]. This integration of global educational frameworks ensures comprehensive education, preparing students for the global workforce.

The International Campus of Zhejiang University illustrates successful international collaboration, hosting a diverse student body from over 50 countries, enriching the campus environment and providing opportunities for cross-cultural interaction [34]. These partnerships are vital for fostering an inclusive academic atmosphere that values diversity and multiculturalism. Analysis of large datasets, such as one involving 1.2 million sentences from 634,000 articles over 30 months, underscores the dynamic nature of international relations and educational collaborations [4]. These insights emphasize the importance of robust analytical frameworks in managing international partnerships to ensure positive educational outcomes.

4.3 Challenges and Strategic Alignments

The implementation of Sino-foreign cooperative education at CUHK Shenzhen faces several challenges that require strategic alignments for effective educational outcomes. A primary challenge is the conceptual and measurement difficulties associated with global competence, compounded by a lack of consensus on definitions and frameworks often influenced by Western biases in assessment tools [21]. This complicates the generalization and comparison of student outcomes across international contexts. Integrating global competence into existing curricula is another significant challenge, often hindered by superficial measures of internationalization that impede comprehensive educational strategies. Research indicates the necessity for in-depth learning activities that engage students in diverse cultural contexts, promoting the affective, cognitive, and behavioral dimensions of global competence, critical for workforce readiness in an interconnected global economy [6, 13]. Additionally, a lack of practical entrepreneurship education and resources limits the effective utilization of government support, hindering the development of essential noncognitive skills.

Pedagogical and linguistic challenges also present substantial obstacles, especially for Chinese students in internationalized settings. Difficulties in understanding courses delivered in a second language, coupled with unfamiliar pedagogical approaches, can hinder academic performance and engagement. However, integrating digital tools has been shown to alleviate some barriers, enhancing language comprehension and adapting teaching methods to diverse learning needs, ultimately fostering greater student success [35, 13]. This underscores the need for adaptive teaching strategies accommodating various cultural backgrounds.

The complexity of modeling migration flows parallels the challenges in managing student mobility and international collaborations. Developing comprehensive analytical frameworks that account for the intricacies of global competence and adapt to the evolving nature of educational systems influenced by globalization, technological advancements, and geopolitical shifts is essential [11, 21, 36]. To address these challenges, CUHK Shenzhen has implemented strategic alignments that leverage advanced analytical models and innovative educational practices. Automating the detection of subtle tensions in diplomatic language enhances understanding of international collaborations and educational dynamics [5]. Through these efforts, CUHK Shenzhen continues to enhance its role in fostering global competence and cross-cultural understanding, preparing students to navigate the complexities of an interconnected world and positioning itself as a leader in international education.

5 Educational Innovations

5.1 Technological and Analytical Innovations

At the Chinese University of Hong Kong, Shenzhen (CUHK Shenzhen), technological and analytical innovations are pivotal to advancing education, significantly enhancing learning environments and outcomes. These innovations are integral to fostering global competence, equipping students with essential skills for engaging effectively in diverse intercultural settings and navigating a complex global economy. The increasing demand for a globally skilled workforce highlights the necessity of understanding various cultures, languages, and perspectives to foster intercultural empathy and professional adaptability [12, 6, 13, 11].

A critical component of these advancements is the integration of technology to facilitate global student connections, promoting cross-cultural exchanges and collaborative learning [11]. This technological integration enhances students' intercultural skills, preparing them for the global workforce through structured opportunities for gaining global competence.

Employing complex network theories to analyze global migration patterns provides nuanced insights into international relations, framing country relationships as networks rather than simple bilateral ties [8]. This analytical framework is crucial for understanding the dynamics of international educational collaborations and student mobility, fostering a multicultural academic environment at CUHK Shenzhen.

Innovative teaching methods and faculty engagement further promote intercultural understanding and teaching quality. CUHK Shenzhen's curriculum, globally relevant and locally applicable, enriches educational experiences and prepares students for global citizenship [3].

Advanced analytical tools, such as dynamic network centrality measures, quantify an agent's influence by the magnitude of perturbation needed to reach a desired state [3]. This enhances complex educational data analysis, facilitating evidence-based decision-making and continuous teaching and learning improvement.

Additionally, pre-trained language models tailored to detect tensions in diplomatic discourse represent a significant advancement in analytical methods, offering deeper insights into international relations [5]. These innovations are crucial to CUHK Shenzhen's mission, supporting the development of globally competent graduates.

5.2 Curricular and Pedagogical Innovations

Curricular and pedagogical innovations at CUHK Shenzhen are crucial for enhancing the learning experience and fostering global competence among students. These initiatives align with China's Education Modernization 2035 plan, emphasizing education internationalization. CUHK Shenzhen's efforts reflect its commitment to preparing students for success in an interconnected world, aligning with Sino-foreign cooperative universities' objectives and developing curricula promoting intercultural understanding and collaboration [6, 7, 13].

A significant curriculum design innovation is incorporating hierarchical relationships among conceptions of learning, informing curriculum development and pedagogical strategies. This ensures a structured curriculum facilitating progressive learning experiences, enabling students to build on foundational knowledge and develop higher-order thinking skills [37].

Adopting a Freirean partnership model of teaching at CUHK Shenzhen emphasizes collaborative learning and student empowerment. This model contrasts with traditional hierarchical methods, fostering an educational environment where students actively participate in their learning journey. By prioritizing dialogue and critical thinking, this approach enhances students' engagement with complex global issues and prepares them for active citizenship in a multicultural world [35].

These curricular and pedagogical innovations are significantly enhanced by experiential learning opportunities, immersing students in practical, real-world contexts to foster global competence. Such experiences improve students' understanding of diverse cultures, languages, and histories while cultivating essential skills like adaptability and intercultural empathy. Reflective practices, such as writing essays about their learning experiences, deepen students' insights into these competencies, equipping them with tools to navigate and thrive in multicultural environments [27, 11, 12, 13, 6]. This experiential approach reinforces theoretical knowledge and enhances students' intercultural competence and adaptability, key attributes for success in a global landscape.

5.3 Community and Experiential Learning

Community engagement and experiential learning are vital in fostering global competence and enhancing educational outcomes at CUHK Shenzhen. These approaches provide students with opportunities for real-world engagement, bridging the gap between theoretical knowledge and practical application. Participation in community-based projects and experiential learning activities enables students to develop a deeper understanding of global issues and cultural dynamics, essential components of global competence [11].

Integrating experiential learning into the curriculum aligns with CUHK Shenzhen's commitment to fostering intercultural understanding and preparing students for global citizenship. This approach enhances academic knowledge and improves communication skills and adaptability in diverse cultural contexts [28]. Engaging with local and international communities enriches students' educational experiences and promotes a more inclusive understanding of global issues.

Moreover, digital tools in community engagement initiatives effectively enhance student access to course materials and foster collaborative learning environments. These tools facilitate communication and collaboration among students, enabling them to work together on projects addressing real-world challenges [35]. This collaborative approach is essential for developing the skills and attitudes necessary for effective global communication and intercultural collaboration.

Future research should focus on developing culturally informed definitions and measurement tools for global competence, alongside exploring innovative educational practices that enhance intercultural

understanding [25]. Additionally, more inclusive frameworks considering diverse cultural contexts and the implications of global competence assessments on educational equity are needed to ensure all students have opportunities to develop the skills necessary for success in an interconnected world [30].

6 Cross-Cultural Studies

6.1 Global Communication and Cultural Awareness

Global communication skills and cultural awareness are pivotal for nurturing global competence among students at the Chinese University of Hong Kong, Shenzhen (CUHK Shenzhen). In today's interconnected world, cross-cultural communication is essential for students to adeptly navigate diverse cultural contexts and engage with global issues. Research emphasizes that enhancing global competence, which involves successful interaction in intercultural settings, is crucial for preparing students to meet modern workforce demands. Classroom activities like reflective essays significantly bolster students' cultural understanding, particularly in fields such as sport and tourism, where cultural awareness and cooperation are crucial for professional growth. As businesses increasingly operate in international markets, embedding these competencies into education is vital for thriving in a global economy [27, 13].

The framework for global communication competence consists of three interconnected components: attitudes/values, behavior, and skills [27]. Attitudes and values, which reflect openness and respect for cultural diversity, lay the foundation for effective cross-cultural communication and mutual understanding.

Behavioral competence involves adapting communication styles to fit various cultural contexts, essential for overcoming barriers and ensuring respectful interactions. Developing this competence enhances students' ability to navigate cultural nuances and underscores the importance of intercultural empathy and communication skills needed for success in a global economy. Through reflective learning and experiential opportunities, students are better equipped to engage with diverse cultural perspectives [11, 25, 13, 27].

Skills, the third component, encompass practical abilities critical for effective global communication, including language proficiency, active listening, and non-verbal communication. Moreover, fostering critical thinking and cooperation skills enhances students' capabilities in multicultural environments. Research indicates that integrating these skills into educational frameworks, notably through content and language integrated learning (CLIL) and telecollaboration, significantly bolsters students' global communication competence, preparing them for success across various fields [12, 27]. These skills facilitate clear idea conveyance and understanding of others' perspectives, promoting cross-cultural dialogue and collaboration.

At CUHK Shenzhen, global communication skills and cultural awareness are integrated into the curriculum through diverse educational initiatives and experiential learning opportunities. These efforts aim to enhance students' global competence, aligning with broader educational goals of cultivating international talent amidst globalization and cultural diversification. By incorporating language courses, literacy programs, and applied learning experiences, the university equips students with the necessary skills to thrive in diverse intercultural environments, preparing them for success in a globalized workforce [12, 6, 7, 13]. These initiatives provide students with the tools and experiences to develop intercultural competence, essential for success in a globalized world.

6.2 Experiential Learning and Cultural Activities

Experiential learning and cultural activities are crucial for promoting cross-cultural understanding at CUHK Shenzhen. These strategies are integral to the university's mission to foster global competence and prepare students for an interconnected world. Experiential learning, characterized by active engagement in real-world scenarios, allows students to apply theoretical knowledge practically, enhancing their intercultural competence and adaptability [28].

Cultural activities, including exchange programs, international festivals, and collaborative projects with diverse communities, enrich students' educational experiences by exposing them to various cultural perspectives. These initiatives cultivate an appreciation for diversity and encourage engagement

with global issues from multiple viewpoints, fostering a deeper understanding of the social, cultural, and historical contexts shaping global interactions [11].

The integration of digital tools in experiential learning enhances cross-cultural collaboration and communication, enabling students to connect with peers and experts globally. This approach not only improves global communication skills but also prepares students for challenges in diverse, multicultural teams [35].

Moreover, experiential learning and cultural activities are essential for developing the skills and attitudes necessary for effective global citizenship. Engaging with local and international communities provides insights into different cultural norms and values, promoting empathy and understanding. This comprehensive educational strategy reflects CUHK Shenzhen's commitment to cultivating graduates with strong academic abilities, deep cultural awareness, and a sense of social responsibility, aligning with national educational modernization goals and the development of global competence in an interconnected world [9, 38, 6, 7].

7 Student Perspectives

7.1 Student Experiences and Outcomes

Student experiences at the Chinese University of Hong Kong, Shenzhen (CUHK Shenzhen) provide valuable insights into the effectiveness of Sino-foreign educational collaborations in enhancing global competence. A comparative study of first-year and fifth-year students demonstrates significant progress in global communication skills and cultural awareness, indicating the transformative impact of the university's educational strategies [27]. This progression underscores the importance of sustained engagement with cross-cultural education and global learning frameworks throughout students' academic journeys.

Reflective essays from twenty-two students in a classroom-based course serve as a key data source for evaluating the impact of educational activities on intercultural competence [13]. These reflections reveal that students value interactions with diverse cultural perspectives, which deepen their understanding of global issues and prepare them for active roles in a multicultural society. The reflective process further promotes critical analysis of their cultural assumptions and biases, fostering inclusivity and empathy.

The prominence of world rankings is crucial for Chinese students, highlighting CUHK Shenzhen's role in attracting and retaining talent [36]. Affordable education and government support are also critical in facilitating international collaborations, ensuring students receive high-quality education that enhances their global competence. These factors contribute to creating an inclusive and nurturing learning environment that supports both academic and personal growth.

Integrating global competence into teacher education is essential for enhancing educators' capabilities and fostering international partnerships [11]. By equipping educators with tools to embed global competence in their teaching, CUHK Shenzhen ensures students receive a comprehensive education, preparing them for the demands of an interconnected world.

7.2 Ethical Sensitivity and Academic Development

Ethical sensitivity is crucial for developing global competence and academic growth at CUHK Shenzhen. Research shows a strong positive link between ethical sensitivity, global competence, and academic performance, highlighting the need to integrate ethical considerations into educational frameworks [29]. This integration fosters a holistic educational experience, enabling students to navigate complex moral landscapes and engage responsibly with global challenges.

The development of ethical sensitivity at CUHK Shenzhen is aligned with cultivating soft skills and attitudes necessary for effective global citizenship. However, existing research often lacks comprehensive analyses of talent cultivation strategies, especially regarding these skills [6]. Addressing this gap requires a strategic focus on embedding ethical considerations within curricula and teaching practices, ensuring students acquire skills for informed and ethical decision-making in professional and personal contexts.

By promoting ethical sensitivity, CUHK Shenzhen enhances students' academic growth and prepares them to be responsible global citizens capable of contributing positively to society. The university's commitment to ethical education is evident in its emphasis on cross-cultural studies and global competence development, creating a comprehensive framework that enables students to understand ethical issues within diverse multicultural contexts. This approach equips students to navigate the complexities of an interconnected world while enhancing their ethical sensitivity and intercultural empathy, essential for thriving in a globalized society [11, 29, 6, 13].

8 Conclusion

The survey at the Chinese University of Hong Kong, Shenzhen (CUHK Shenzhen) highlights the pivotal role of Sino-foreign cooperative education in cultivating global competence and cross-cultural understanding. This educational approach effectively aligns with China's strategic goals by navigating the complexities of international collaboration and offering substantial benefits for enhancing global engagement. The integration of second classroom activities emerges as crucial for elevating students' international competitiveness and educational quality, underscoring the importance of experiential learning within global education frameworks.

The application of advanced analytical models, such as the Bayesian Poisson Tucker Decomposition, provides profound insights into the dynamics of international educational collaborations, demonstrating superior predictive performance and elucidating interpretable latent structures. These models pave the way for further exploration of their applicability across various contexts, thereby enriching the understanding of international relations dynamics. Additionally, the use of tension detection models in analyzing diplomatic discourse marks a significant advancement in computational analysis, offering novel methodologies for understanding international relations.

The survey underscores the necessity of addressing challenges and leveraging opportunities inherent in Sino-foreign cooperative education. Future research should focus on enhancing educational quality in hybrid institutions, examining the impact of cultural integration in curricula, and assessing employer perceptions of graduates from diverse educational models. Furthermore, investigating students' varied conceptions of learning can inform improvements in teaching and learning practices, ultimately boosting educational outcomes.

Empirical findings on factors influencing news diversity and synchrony have significant implications for public opinion and international relations, highlighting the importance of incorporating diverse perspectives into educational practices to foster a nuanced understanding of global issues. Future research should aim to optimize collaboration modes, advance faculty development, and enhance the quality of international education to sustain and progress internationalization efforts.

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