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ENHANCING CROSS-CULTURAL LEARNING IN IT TECHNOLOGIES AND ENGINEERING: APPROACHES, METHODOLOGIES AND ACCESSIBILITY CONSIDERATIONS FOR FOREIGN STUDENTS

In an increasingly globalized world, the education of students in IT technologies and engineering requires a careful approach that considers the diverse cultural backgrounds and learning needs of foreign students. This research investigates innovative approaches, methodologies, and ways of studying IT technologies and engineering for foreign students, with a focus on enhancing inclusivity and accessibility. By evaluating these strategies through the lens of environmental, social, and corporate governance (ESG) theory, this research aims to contribute to the development of more inclusive and socially responsible educational practices.

The globalization of higher education has led to an influx of foreign students pursuing studies in IT technologies and engineering in diverse cultural environments. However, traditional teaching methods may not adequately address the unique challenges and learning preferences of these students. Therefore, it is imperative to explore innovative approaches and methodologies that promote cross-cultural learning and enhance the accessibility of IT and engineering education for

foreign students (Xia and Liitiäinen, 2017, 1025).

Culturally Responsive Pedagogy: Incorporating culturally relevant examples, case studies, and learning materials into the curriculum can enhance foreign students' engagement and understanding of IT and engineering concepts. By acknowledging and valuing students' cultural backgrounds, educators can create a more inclusive learning environment that promotes cross-cultural communication and understanding.

Multimodal Instruction: Adopting a multimodal approach to instruction, which includes lectures, hands-on labs, interactive simulations, and online resources, accommodates diverse learning preferences and enhances accessibility for foreign students with varying levels of proficiency in the language of instruction (Klaassen, 2018, 842).

Project-Based Learning: Engaging foreign students in collaborative, project-based learning experiences allows them to apply theoretical concepts to real-world problems, fostering critical thinking, problem-solving, and teamwork skills. By working on interdisciplinary projects, students from different cultural backgrounds can learn from each other's perspectives and experiences.

Virtual Learning Environments: Leveraging technology, such as virtual classrooms, online discussion forums, and virtual reality simulations, provides foreign students with opportunities for interactive learning experiences that transcend geographical boundaries. Virtual learning environments also promote inclusivity by accommodating students with disabilities and facilitating access to educational resources (Secules, 2023, 1015).

In evaluating these approaches and methodologies, it is essential to consider their alignment with ESG principles, which emphasize environmental sustainability, social equity, and corporate governance. Educators must ensure that IT and

engineering education promotes sustainable practices, addresses social inequalities, and upholds ethical standards in technology development and deployment. By integrating ESG considerations into the curriculum, foreign students can develop a holistic understanding of their roles as responsible global citizens and future professionals in IT and engineering fields.

In summary, this research explores innovative approaches, methodologies, and ways of studying IT technologies and engineering for foreign students, with a focus on enhancing inclusivity, accessibility, and sustainability. By following listed approaches and evaluating these strategies through the lens of ESG theory, educators can contribute to the development of more socially responsible and globally inclusive educational practices and empower students from diverse cultural backgrounds to succeed in the globalized world of IT and engineering.

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