WHIOCE PUBLISHING PTE. LTD.
PROVIDING
FIRST-CLASS SCIENTIFIC INFORMATION
FOR TOP SCHOLARS

2026 Volume 4, Issue 2
Educational Innovation Research
ISSN: 3029-1844(Print) ISSN: 3029-1852(Online)

The Mechanism and Path of Artificial Intelligence Empowering the Cultivation of New-Quality Talents in the Context of Sino-Foreign Cooperative Education

Yang Yang*
Guangzhou College of Commerce, Guangzhou 511365, Guangdong, China

**Author to whom correspondence should be addressed.*

Abstract: In the context of educational digitalization and the development of new-quality productive forces, the cultivation of innovative and internationally oriented talents has become an important task of Sino-foreign cooperative education. However, traditional talent cultivation models still face problems such as insufficient curriculum integration, lack of personalized training, limited cross-cultural cultivation, and rigid teaching models. Artificial intelligence (AI) provides new opportunities for reforming talent cultivation models. This study analyzes the logic of AI empowering talent cultivation in Sino-foreign cooperative education and proposes a mechanism framework including intelligent resource integration, precise teaching adaptation, cross-cultural cultivation, innovation empowerment, and quality closed-loop evaluation. Based on the analysis of existing dilemmas such as insufficient technology integration, teachers' digital literacy, and data security risks, this study further proposes implementation paths including intelligent curriculum systems, blended teaching models, digital teaching staff development, and governance mechanisms. This study provides a theoretical framework and practical path for promoting the intelligent transformation of Sino-foreign cooperative education and improving the quality of international talent cultivation.

Keywords: Artificial intelligence; Sino-foreign cooperative education; talent cultivation; blended learning; intercultural competence; educational digitalization

Online publication: February 26, 2026

1. Inroduction

In the dual context of the accelerated evolution of new-quality productive forces and the in-depth transformation of educational digitalization, Sino-foreign cooperative education, as the core carrier of China's opening up in higher education, undertakes the important mission of cultivating new-quality talents with an international perspective, innovative capabilities, digital literacy, and cross-cultural competence. After decades of development, Sino-foreign cooperative education has formed a multi-level, multi-type development pattern, achieving remarkable results in integrating high-quality Chinese and foreign educational resources and introducing advanced teaching concepts. However, it also faces practical bottlenecks such as inadequate integration of Chinese and foreign curricula, difficulties in implementing personalized training, insufficient effectiveness of cross-cultural cultivation, and rigid teaching models. The traditional

talent training model can no longer meet the core requirements of new-quality productive forces for innovative, interdisciplinary, and international talents, and there is an urgent need to achieve connotative upgrading through technological empowerment.

Artificial intelligence (AI) technologies represented by large language models, knowledge graphs, big data analysis, and virtual simulation have provided new technical support for solving the dilemmas in talent cultivation in Sino-foreign cooperative education. Relying on their core advantages of data-driven, intelligent adaptation, and precise empowerment, AI technologies are gradually reshaping teaching models, learning methods, and evaluation systems in higher education (Holmes et al., 2019)[1]. The in-depth integration of AI and Sino-foreign cooperative education can not only restructure the talent training process, optimize resource allocation, and improve education efficiency, but also promote the transformation of the school-running model from "scale expansion" to "connotative development" and from "standardized training" to "personalized cultivation" (Holmes et al., 2019)[1]. At the same time, the development of learning analytics and intelligent learning systems enables educational institutions to collect and analyze students' learning behavior data, learning performance data, and learning process data, thus providing support for personalized learning paths and adaptive teaching strategies (Long & Siemens, 2014)[2]. Based on the particularity of the Sino-foreign cooperative education scenario and the needs of new-quality talent cultivation, this paper systematically explains the internal logic and core mechanisms of AI empowering new-quality talent cultivation, constructs implementable and promotable implementation paths, and provides practical guidance and theoretical support for the intelligent transformation and high-quality development of Sino-foreign cooperative education.

2. The Realistic Logic and Era Context of AI Empowering the Cultivation of New-Quality Talents in Sino-Foreign Cooperative Education

2.1. The Scene Adaptability of the Integration of AI and Sino-Foreign Cooperative Education

The core characteristics of Sino-foreign cooperative education are "Sino-foreign coordination and cross-border integration". The problems existing in its talent training process, such as scattered resources, large differences among students, high difficulty in cross-cultural teaching, and poor Sino-foreign coordination, are highly compatible with the application scenarios of AI technology, forming a positive interaction logic of "technology empowering scenes and scenes feeding back technology". From the perspective of scene adaptability, AI technology can accurately address the core pain points of Sino-foreign cooperative education. Through big data analysis and adaptive learning systems, educational institutions can construct student learning portraits, dynamically adjust learning paths, and provide personalized learning support, which is an important feature of data-driven education and adaptive learning environments (Long & Siemens, 2014)[2].

2.2. Policy and Technical Support Under the Educational Digitalization Strategy

The in-depth advancement of the national educational digitalization strategy has provided a solid policy guarantee and technical environment for the in-depth integration of AI and Sino-foreign cooperative education. From the perspective of technological development, the continuous maturity of AI technology has provided solid support for educational transformation. AI technologies can support bilingual interaction, academic writing guidance, intelligent recommendation of curriculum resources, and dynamic evaluation of learning processes, thus promoting the transformation of higher education toward intelligent, personalized, and data-driven development (Holmes et al., 2019)[1].

3. The Core Mechanisms of AI Empowering the Cultivation of New-Quality Talents in Sino-Foreign Cooperative Education

The empowerment of AI on the cultivation of new-quality talents in Sino-foreign cooperative education is not a simple

superposition of technologies, but through the construction of a systematic operation mechanism, realizing the coordinated optimization of technology, teaching, resources, and evaluation, running through the whole process of talent cultivation.

3.1. Intelligent Resource Integration Mechanism

AI constructs an intelligent resource integration mechanism through knowledge graph and big data technology, realizing the structured sorting, precise matching, and dynamic optimization of resources. Through intelligent resource integration platforms, high-quality Chinese and foreign courseware, video resources, academic papers, practical cases, etc., can be integrated and shared, realizing real-time update and cross-platform sharing of resources and improving resource utilization efficiency.

3.2. Precise Teaching Adaptation Mechanism

The cultivation of new-quality talents emphasizes personalized development, while students in Sino-foreign cooperative education have significant differences in language foundation, learning ability, cross-cultural adaptation status, and professional interests. The traditional "one-size-fits-all" teaching model can no longer meet the needs of personalized cultivation. AI realizes the precise and personalized empowerment of the learning process by constructing a precise teaching adaptation mechanism, so that each student can obtain a training plan suitable for their own development. The development of personalized learning and adaptive learning systems has made it possible to design individualized learning paths based on students' learning characteristics, learning progress, and learning needs, thereby improving learning efficiency and learning outcomes (Pane et al., 2017)[3]. Through data analysis and adaptive learning systems, the adaptive learning system automatically adjusts the learning path, pushes suitable learning content and practice tasks, and carries out precise tutoring for students' weak links, realizing "personalized training for each student" (Pane et al., 2017)[3].

3.3. Cross-Cultural Cultivation Mechanism

Cross-cultural competence is one of the core qualities of new-quality talents and a key focus of Sino-foreign cooperative education. AI constructs a cross-cultural cultivation mechanism by using virtual simulation and large language model technology, builds immersive cross-cultural communication scenes, and realizes the normalization and precision of cross-cultural cultivation. Through intelligent interaction and virtual simulation environments, students can participate in simulated international academic seminars, business negotiations, overseas internships, and cross-cultural collaboration scenarios, thus improving cross-cultural communication ability and global competence.

3.4. Innovation Empowerment Mechanism

Innovative ability is the core competitiveness of new-quality talents. AI builds an intelligent innovative learning environment by constructing an innovation empowerment mechanism, guides students to carry out inquiry-based and project-based learning, and stimulates students' innovative potential. AI tools can assist students in academic research, data analysis, and project management, thus reducing the threshold of scientific research and improving students' research and innovation abilities.

3.5. Quality Closed-Loop Evaluation Mechanism

The traditional quality evaluation of Sino-foreign cooperative education mainly focuses on summative assessment, which is difficult to fully reflect students' innovative ability, cross-cultural competence, and practical ability. AI realizes the innovation of evaluation methods by constructing a quality closed-loop evaluation mechanism, forming a complete evaluation system of "collection – analysis – feedback – optimization". Learning analytics and educational data mining technologies enable educational institutions to analyze students' learning processes and learning behaviors, and provide timely feedback and adaptive learning support, thus improving teaching quality and learning effectiveness (Long & Siemens, 2014)[2].

4. The Realistic Dilemmas of AI Empowering the Cultivation of New-Quality Talents in Sino-Foreign Cooperative Education

Although AI provides important technical support and mechanism guarantee for the cultivation of new-quality talents in Sino-foreign cooperative education, in the process of practical implementation, due to limitations in technology application, teaching integration, teacher construction, system guarantee and other aspects, AI empowerment still faces many realistic dilemmas, resulting in the failure to fully release the effectiveness of technological empowerment, which is difficult to fully meet the needs of new-quality talent cultivation. These dilemmas are interwoven and mutually influential, becoming important bottlenecks restricting the intelligent transformation of Sino-foreign cooperative education.

4.1. Superficial Technology Application and Insufficient In-depth Integration with Teaching Scenes

At present, although most Sino-foreign cooperative education projects have introduced AI technology, the application is mostly at a shallow level, failing to achieve in-depth integration with the whole process of talent cultivation, and there are problems of "valuing technology over application" and "valuing form over effect" (Holmes et al., 2019)[1]. Specifically, it is manifested in three aspects: first, the single application scenario of technology, which is mostly concentrated in basic links such as online course playback, intelligent homework correction, and simple intelligent Q&A, failing to penetrate into core links such as curriculum integration, cross-cultural cultivation, and innovative practice, making it difficult to give play to the empowering value of technology; second, the insufficient adaptability of technology to teaching scenes, most of the existing intelligent platforms are general-purpose platforms, failing to fully combine the characteristics of Sino-foreign cooperative education such as bilingual teaching, cross-cultural cultivation, and Sino-foreign collaborative teaching, resulting in the phenomenon of "technology acclimatization", which is difficult to meet the personalized needs of school-running; third, the technology application is a mere formality, after introducing the intelligent platform, some school-running projects fail to optimize the application plan according to the actual teaching situation, teachers still use the traditional teaching model, and intelligent tools are only used as "decorations", failing to really integrate into the teaching process, resulting in a significant reduction in the effectiveness of technological empowerment.

4.2. Imperfect Sino-Foreign Coordination Mechanism and Lack of Systematic Technology Integration

The core advantage of Sino-foreign cooperative education is Sino-foreign collaborative education, but in the process of AI empowerment, the imperfect coordination mechanism between Chinese and foreign parties leads to the lack of systematicness and integrity of technology integration. On the one hand, Chinese and foreign parties lack effective communication and collaboration in intelligent platform construction, curriculum resource integration, teaching strategy design, etc., and there is a phenomenon of "acting separately". Chinese parties focus on the application of digital technology, while foreign parties focus on the continuation of traditional teaching models, making it difficult to form a pattern of coordinated efforts; on the other hand, there are differences in educational concepts, teaching models, and evaluation standards between Chinese and foreign parties, and the construction and application of intelligent platforms fail to fully take into account the needs of both parties, resulting in the failure of technological empowerment to achieve the organic integration of Chinese and foreign teaching and to give play to the cooperative advantages of Sino-foreign cooperative education. In addition, the imperfect data interconnection and resource sharing mechanism between Chinese and foreign parties makes it difficult for intelligent platforms to achieve precise connection of Chinese and foreign curricula and teaching resources, affecting the overall effectiveness of technological empowerment.

4.3. Insufficient Digital Literacy of Teachers and Difficulty in Supporting the Implementation of Technology Integration

Teachers are the core force of AI empowering the cultivation of new-quality talents, and their digital literacy and teaching ability directly determine the effect of technology integration. At present, the teaching staff of Sino-foreign cooperative education still faces problems such as insufficient digital literacy and weak collaborative ability between Chinese and

foreign teachers. First, some teachers have weak digital teaching ability, especially middle-aged and elderly teachers, who are not familiar with or proficient in the application of AI technology, making it difficult to design intelligent teaching plans and use intelligent tools to carry out teaching activities, and even have a resistant attitude towards technology application; second, the collaborative teaching ability of Chinese and foreign teachers is insufficient. Due to differences in language, culture, teaching concepts and other aspects, Chinese and foreign teachers have difficulties in collaborative lesson preparation and joint guidance in intelligent teaching, making it difficult to form a teaching synergy; third, there is a lack of compound teachers with triple literacy of digitalization, internationalization and specialization. Most existing teachers focus on the improvement of professional ability, and do not have a good grasp of the integration of digital technology and cross-cultural teaching, making it difficult to support the needs of new-quality talent cultivation (Redecker, 2017)[4].

4.4. Prominent Data Security and Educational Ethics Risks and Imperfect Guarantee System

In the process of AI empowerment, the whole process of data collection, storage, use and transmission has data security and educational ethics risks. Due to the characteristics of cross-border data transmission and data sharing between Chinese and foreign parties, these risks are more prominent in Sino-foreign cooperative education. First, data security risks. The students' personal information, learning data, cross-cultural adaptation data collected by intelligent platforms are sensitive information. Some school-running projects lack perfect data security management systems, and there are risks of data leakage, abuse, tampering, etc., especially in the process of cross-border data transmission, data security is difficult to be effectively guaranteed; second, educational ethics risks. Algorithm recommendation may lead to information cocoons, limiting students' knowledge vision and thinking expansion; excessive reliance on AI may weaken teacher-student interaction and affect the humanity of education; at the same time, intelligent evaluation may have algorithmic bias, affecting the fairness of evaluation; third, the relevant guarantee system is imperfect. Most school-running projects lack sound data security management systems, educational ethics norms and technical application standards, making it difficult to effectively prevent and resolve the above risks, restricting the sustainable promotion of AI empowerment (Fengchun et al., 2021)[5].

5. The Implementation Path of AI Empowering the Cultivation of New-Quality Talents in Sino-Foreign Cooperative Education

In view of the above realistic dilemmas, combined with the application characteristics of AI technology and the particularity of the Sino-foreign cooperative education scenario, based on the goal of new-quality talent cultivation, this paper constructs a systematic and implementable implementation path from five core dimensions: curriculum system, teaching model, teacher construction, guarantee mechanism, and risk prevention and control, promoting the in-depth integration of AI and the cultivation of new-quality talents in Sino-foreign cooperative education, and improving the quality of talent cultivation.

5.1. Construct an Intelligent Curriculum System Integrating Chinese and Foreign Elements

The curriculum system is the core carrier of talent cultivation. Constructing an intelligent curriculum system integrating Chinese and foreign elements is the foundation of AI empowering new-quality talent cultivation. It is necessary to base on the core ability requirements of new-quality talents, and rely on AI technology to realize the in-depth integration of Chinese and foreign curricula, precise matching of resources and personalized supply.

First, promote the intelligent integration of Chinese and foreign curricula. Using knowledge graph technology, we systematically organize and integrate the curriculum systems, teaching contents and knowledge points of both sides, clarify their correspondence, ability objectives and connections, break the “two separate systems” dilemma, and build an integrated and complementary curriculum framework. We focus on merging core Chinese and foreign professional

courses, realize precise knowledge alignment and content complementarity, promote intelligent credit recognition, streamline procedures and enhance integration efficiency. For instance, business majors can combine Chinese economics and management courses with foreign international business and global management modules via knowledge graphs, enabling students to grasp both local economic laws and international business rules.

Second, realize personalized supply of curriculum resources. An intelligent recommendation system will be built to customize personalized study plans and recommend suitable Chinese and foreign courses, resources and practice projects based on students' learning profiles, majors, career plans and ability needs. Meanwhile, a dynamic curriculum optimization mechanism will be established to monitor learning outcomes and industrial demands in real time via big data, so as to adjust content and update resources timely and keep the curriculum aligned with the development of new-quality productive forces. For example, AI and big data courses can be recommended for students with weak digital literacy, while cross-cultural communication and international etiquette courses for those lacking cross-cultural competence.

Third, add characteristic curriculum modules. Combined with the needs of new-quality talent cultivation, add characteristic curriculum modules such as digital literacy, AI application, cross-cultural communication, and innovative practice, deeply integrate AI technology with professional courses and cross-cultural courses, and improve students' digital literacy, innovative ability and cross-cultural competence (Deardorff, 2006)[6]. For example, in engineering majors, add courses such as intelligent experiments and virtual simulation design; in liberal arts majors, add courses such as bilingual intelligent writing and cross-cultural communication simulation, realizing the synchronous improvement of professional ability and core literacy.

5.2. Create an Intelligent Blended Teaching Model

The innovation of teaching model is the core of AI empowering new-quality talent cultivation. It is necessary to break the limitations of traditional classroom teaching, rely on AI technology, and create a blended teaching model of "online intelligent assistance + offline classroom discussion + practical innovation", realizing the precision of the teaching process and the diversification of teaching methods (Graham, 2006)[7].

First, implement an integrated online-offline teaching model. Online, intelligent platforms, large language models and adaptive systems provide bilingual teaching, intelligent Q&A and personalized guidance to support flexible self-paced learning. Offline, discussions, group work and case studies are emphasized to boost interaction, collaboration and innovative thinking. For instance, large language models assist online language learning, while offline debates and discussions enhance students' bilingual and cross-cultural communication skills.

Second, strengthen immersive cross-cultural teaching and practice. Virtual simulation and large language models are used to create immersive cross-cultural scenarios (e.g., international seminars, business negotiations), enabling students to practice communication in simulated environments. Meanwhile, intelligent platforms facilitate online-offline collaboration between Chinese and foreign students to foster a multicultural learning atmosphere. For example, virtual international business negotiation scenarios help students master cross-cultural skills (Deardorff, 2006)[6].

Third, build an intelligent practical innovation platform. Based on disciplinary features, intelligent labs and virtual simulation bases are developed to overcome offline practice constraints and support innovative learning. AI tools guide project-based learning and experiments to strengthen practical and innovative abilities (Barron et al., 1998)instruction, and assessment practices—changes that are often foreign to the students as well as the teachers. In this article, we share an approach to designing, implementing, and evaluating problem- and project-based curricula that has emerged from a long-term collaboration with teachers. Collectively, we have identified 4 design principles that appear to be especially important: (a[8]. For example, engineering students use virtual labs for experimental design, while business students apply intelligent data tools to conduct research and solve real-world problems.

5.3. Build a Digital Compound Teaching Staff

Teachers are the key to AI empowering the cultivation of new-quality talents. It is necessary to base on the

internationalization and digitalization needs of Sino-foreign cooperative education, and build a compound teaching staff with professional ability, digital literacy and cross-cultural teaching ability, providing talent support for the implementation of technology integration.

First, carry out training on teachers' digital ability. Establish a systematic teacher training system, carry out special training on AI teaching application, digital curriculum design, intelligent tool use, etc., according to the different needs of Chinese and foreign teachers, to improve teachers' digital teaching ability. For example, organize teachers to participate in AI teaching application workshops, online training courses, etc., guide teachers to master the operation methods of intelligent platforms and intelligent teaching design skills, and be able to proficiently use large language models, virtual simulation technology, etc., to carry out teaching activities. At the same time, establish a teacher digital ability assessment mechanism, incorporate digital teaching ability into the teacher assessment and evaluation system, and stimulate teachers' enthusiasm to improve their digital literacy (Redecker, 2017)educators require an increasingly broad and more sophisticated set of competences than before. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence. On International and national level a number of frameworks, self-assessment tools and training programmes have been developed to describe the facets of digital competence for educators and to help them assess their competence, identify their training needs and offer targeted training. Analysing and clustering these instruments, this report presents a common European Framework for the Digital Competence of Educators (DigCompEdu[4].

Second, promote collaborative teaching and research between Chinese and foreign teachers. Establish a collaborative teaching and research mechanism for Chinese and foreign teachers, regularly organize Chinese and foreign teachers to carry out teaching discussions, curriculum development, teaching innovation and other activities, resolve differences in teaching concepts and teaching methods between Chinese and foreign teachers, and form a teaching synergy. Use intelligent teaching and research platforms to realize real-time communication, resource sharing and joint lesson preparation between Chinese and foreign teachers, and jointly develop intelligent curriculum resources and design blended teaching plans. For example, organize Chinese and foreign teachers to jointly develop bilingual intelligent courses, optimize teaching contents and teaching methods by combining the teaching advantages of both parties, and improve teaching quality.

5.4. Improve the Comprehensive Guarantee Mechanism

A sound guarantee mechanism is critical for AI-enabled cultivation of new-quality talents. A systematic support system should be established in funding, institutional governance and technology to ensure sustainable integration.

First, optimize the funding mechanism. Build diversified funding channels including government support, social capital and school-enterprise cooperation, and increase investment in AI application, platform construction, teacher development and resource development. Funds should be prioritized for core technologies and teacher training to improve efficiency, with a long-term investment mechanism to sustain platform maintenance, technological iteration and faculty development.

Second, strengthen institutional governance. Formulate norms for AI application, data security and educational ethics to standardize processes, clarify responsibilities, protect data privacy and student rights. Establish a Sino-foreign collaborative teaching system to define roles and promote integrated instruction. An AI-powered quality monitoring mechanism should be adopted to track training quality and enable timely improvement (Fengchun et al., 2021)[5].

Third, enhance technical support. Deepen cooperation with tech enterprises to build a dedicated intelligent platform for Sino-foreign cooperative education, optimizing functions for bilingual teaching, cross-cultural training and innovative practice. A professional technical team should be formed for platform operation and maintenance to ensure stable operation. Advanced intelligent tools and resources should be introduced to drive technological upgrading and enhance empowerment efficiency.

5.5. Improve the Risk Prevention and Control System

In view of the data security and educational ethics risks existing in the process of AI empowerment, it is necessary to build a comprehensive risk prevention and control system, prevent and resolve various risks, and ensure the compliant and orderly promotion of technology empowerment.

First, strengthen data security prevention and control. Establish and improve the data security management system, clarify the boundaries and norms of data collection, storage, use and transmission, encrypt sensitive data, and prevent risks such as data leakage and abuse. Strictly standardize cross-border data transmission behavior, in line with national data security-related laws and regulations, to ensure the safe and controllable cross-border data. Regularly carry out data security inspections and risk assessments, timely find and resolve data security hazards, and protect the security of students' personal information and school-running data.

Second, standardize the application of educational ethics. Formulate AI educational ethics norms, clarify the ethical boundaries of AI technology application, and prevent ethical risks such as algorithmic bias and information cocoons. Guide teachers and students to correctly use AI tools, avoid excessive reliance on technology, strengthen the humanity and interactivity of education, and ensure that the essence of education is not affected. Strengthen the education of educational ethics for students, guide students to establish correct digital ethics concepts, and standardize their own network behavior and technology application behavior (Fengchun et al., 2021)[5].

6. Conclusion

In the era of new-quality productive forces and educational digitalization, AI empowerment is essential for developing new-quality talents in Sino-foreign cooperative education. Supported by five core mechanisms, AI addresses existing dilemmas and upgrades talent training toward intelligence, personalization, and internationalization. However, challenges including shallow application, weak coordination, insufficient teacher capacity, and incomplete risk control remain. To tackle these problems, we should build an integrated curriculum, innovate blended teaching, strengthen faculty teams, and improve safeguards and risk prevention. Adhering to the principles of education orientation, technology empowerment, Sino-foreign coordination, and innovation-driven development, Sino-foreign cooperative education will deepen AI application, optimize training systems, and cultivate high-caliber talents to support national strategies.

Funding

1. This study was supported by the Quality Engineering Construction Project of Guangzhou College of Commerce (Grant No. 2024JXGG49).
2. This study was supported by the General Project of 2024 of the 14th Five-Year Plan of the Sino-Foreign Cooperative Education Research Branch of Guangdong Higher Education Association (Grant No. GAHE24CRS010).
3. This study was supported by the Guangzhou College of Commerce Project (Grant No. 2025XJYB010)
4. This study was supported by the 2025 Higher Education Research Project under the "14th Five-Year Plan" of the Guangdong Higher Education Association (Grant No. 25GBY092)
5. This study was supported by the 2025 China Association for Non-Government Education Planning Research Project (Grant No. CANQN250920)

Disclosure statement

The author declares no conflict of interest.

References

[1] Holmes W, Bialik M, Fadel C, 2019,Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Center for Curriculum Redesign. https://discovery.ucl.ac.uk/id/eprint/10139722/

[2] Long P, Siemens G, 2014, Penetrating the Fog: Analytics in Learning and Education.Italian Journal of Educational Technology, 22(3): 132–137.

[3] Pane J, Steiner E, Baird M, et al., 2017, Informing Progress: Insights on Personalized Learning Implementation and Effects. Santa Monica, CA: RAND Corporation

[4] Redecker C, 2017, European Framework for the Digital Competence of Educators: DigCompEdu. https://doi.org/10.2760/159770

[5] Fengchun M, Wayne H, Huang R, et al., 2021,AI and Education: A Guidance for Policymakers. UNESCO Publishing.

[6] Deardorff DK, 2006, Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization.Journal of Studies in International Education, 10(3): 241–266. https://doi.org/10.1177/1028315306287002

[7] Graham C, 2006, Blended Learning Systems Definition, Current Trends, and Future Directions. https://scholarsarchive.byu.edu/facpub/8152

[8] Barron BJS, Schwartz DL, Vye NJ, et al., 1998, Doing with Understanding: Lessons from Research on Problem- and Project-Based Learning. InLearning through Problem Solving. Psychology Press.